

# THE SCHOOL JOURNAL

NEW YORK · CHICAGO · BOSTON

Entered as second-class matter at the New York Post Office.

VOLUME LXVI., No. 15.  
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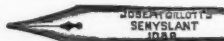
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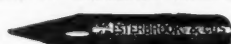
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# THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXVI.

For the Week Ending April 11

No. 15

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## The School as a Social Institution:<sup>\*</sup> A Forecast.

By SUPT. WILLIAM E. CHANCELLOR, Bloomfield, N. J.

There are several good reasons to believe that the school as an institution of society, a mode of social movement, is only in its beginnings. The modern school, good and great as it often is, in truth is embryonic and prophetic: the real school is not yet in existence. We look to see the future come.

In the first place every true institution of society includes all human creatures within itself. The Church has been all-inclusive; is to-day in theory all-inclusive. In the parish of the church are all living souls, men, women, and children, rich and poor, intelligent and ignorant, righteous and wicked, well and sick. It is true that the modern Church does not fully realize its mission as a social institution; but it means to do so. Historically the Church of the past has included all people.

The State of to-day, more powerful than the most tyrannical State of the past, reaches all without exception. This is the age of universal, uniform, certain government. No man, no child escapes, practically no one desires to escape from the privileges and duties of the State, which steadily in these times grows and grows.

I might discuss similarly the Family and the Occupation, the other two of the five great social institutions. They, too, reach all of us.

In the second place every true institution of society aims to protect and to assist the great arts and to utilize the results of the great professions. The Church has fostered Art and Music and Literature, Law, Theology, and Medicine in all their varied activities. The State has built palaces and paid pensions for the protection and encouragement of the arts that express the human soul in its search for beauty and peace. So also the Family. So also Occupation. To-day the great merchants vie with each other as the profuse patrons of painters and architects and musicians. Similarly law makers and financiers patronize jurists, theologians, and physicians.

In the third place every great social institution is itself independent; compels its own support; has surplus vitality; reaches out ever more and more until the climax of its activity. Man in society works now most enthusiastically in one great institution, again in another institution. The Church thrives most in the medieval time. The Family thrives most in the days when Saxon and Norseman were finding suitable habitations for themselves as races a thousand years ago. To-day State and Occupation are thriving luxuriantly.

As yet in no age and in no great nation has the School dominated in affairs; but in several seasons it has prospered mightily. The spirit of democracy is upon it now. Its opportunity is approaching. The School is reaching out; it is becoming universal. It has absorbed nearly all human beings from five to fifteen years of age. It is stretching down toward infants and stretching up to adult men and women; whom it touches it helps. That its doctrine of self-development for all is a gospel for each and all few doubt to-day. We no more think now

that education ends at sixteen or twenty years of age than we think that religion ends there or government or family affection or the economic life. The school will soon represent and serve man from cradle to grave.

Again the School is beginning to be a patron of the great arts. Its buildings are becoming models of architecture. Its walls, here and there, are beautiful with paintings and statues. Music is taught within it, not by accident, but by design. The School is becoming even the foster-parent of State and Occupation. What else can mean the present anxiety over instruction in citizenship and in the trades at school? And the public school, including the great state universities, the reform schools, the schools for defectives, is teaching law and medicine or utilizing their results more and more. The School is for the lawless, the sick, and the maimed.

Moreover there has arisen in American society, in English society, in French, Swiss, German, and Italian society, the *school party*. I see it in hundreds of communities. I hear it in thousands. And what is this school party but a union of the enthusiastic apostles and disciples of religion, government, art, business, family? They see in the school the new and sure mode of social salvation in the years that lie ahead.

As Luther appealed to the Church for the remedying of the difficulties of life four centuries ago, so the modern statesman turns to the School.

These are significant matters. There is a trend of affairs. Humanity marches on, losing its stragglers and its wanderers, now individuals, again whole nations. But its journeying is a march, not a meandering. We may not live to see the Church revived, the State regenerated, the Family re-integrated, Occupation sanctified to honesty and charity once more and redeemed from its joyless thralldom to industry and to material wealth, and the School made universal, efficient, and altogether beautiful in things of the eye and in thoughts of the spirit; but we are certain to see, if not that kind and quantity of millennial realities, the School far wider, far richer, far more potent, and far more useful than it is to-day. In this great movement individuals count for but little; but the historian of American life in the last quarter of the nineteenth century and the first quarter of the twentieth century will set on the roll of great and unusual services rendered to Society, the names of some of the men about whom we are talking, to whom we are listening, day by day, in these quick and momentous times. He will call the movement they are leading the central feature of our age.

## How to Teach Oral Reading.<sup>\*</sup>

By CAROLINE B. LEROW, of the Brooklyn Girls' High School.

In our teaching of reading we are not attempting to make artists, any more than is the teacher of drawing or of music. But it is only reasonable to expect that a high school pupil shall be able to stand firmly, properly manage his breath and read intelligently at sight, ordinary English prose and poetry in a tone sufficient to fill an ordinary room and with enunciation distinct enough to make his words easily understood. There is no work

<sup>\*</sup> Copyright, 1903, by W. E. Chancellor. Passage from chapter "The New Education" in "School Administration," to be published this summer by D. C. Heath & Company, Boston.

<sup>\*</sup> Part of an address delivered before the principals and teachers of English of the high schools of New York city.



in which more allowance should be made for social environment and natural ability. He who makes the most conscientious effort may fall far below his neighbor, to whom reading is easy and perhaps enjoyable. The self-consciousness, too, of the pupil of average high-school age is another factor in the problem, and the teacher may safely assume that, as a rule, he fails to hear in the class-room the best of which the pupil is capable.

The basis of all vocal work is physical. Where the physical development is lacking, the teacher of reading must divide his time between the physical and the intellectual training of the pupil, as there can be no satisfactory vocal expression without physical power and skill. We are striving for proper vocal interpretation of the grandest passages of the greatest poets while teaching the pupil how to stand, how to fill his lungs, and how to enunciate his words. Good models are as necessary and desirable in the reading lesson as in all other directions, and should be given after and not before the lesson has been mentally appropriated by the pupil. Accuracy, melody, variety, emotion, spirit, and general finish should be illustrated by the teacher, who can safely and advantageously do any amount of such work after the intelligent co-operation of the pupil has been secured. The teacher can thus furnish not only a model, but an immense stimulus and incentive to elocutionary effort.

I confidently assert that there is nothing easier to teach or to learn than the proper formation of the elements of the language, for it is a purely muscular and mechanical matter. Every pupil utters these sounds every time he speaks or reads. All, then, that is necessary is to direct attention to the manner of formation and insist upon vigor and accuracy. Fifteen minutes is ample time in which to teach all the essential principles of phonetics to a pupil of average intelligence. Of course facility is a matter of time, the result wholly of practice.

Reading should never be taught by imitation, tho there is no easier way of teaching, and success is almost certain if the teacher is a good reader. Yet that form of success does not, broadly speaking, result in the slightest mental gain for the pupil, nor is it any help toward the reading of the next lesson, or even the next paragraph. The members of the class who possess by gift of nature the quickest power of imitation will unjustly be considered the best readers. If pupils are made to apprehend that all reading is the expression of thought they can be made to understand that a rule of grammar, a statement in history, a theorem in mathematics, is as legitimate a matter for the practice of elocution as anything in a reading book. There is no more profitable exercise than the reading aloud from text-books, and such reading furnishes proof of the ability of the student to study. This form of reading should be encouraged for home study and made to serve its double purpose.

Nearly every mistake in reading comes from the lack of proper pause. I have about reached the conclusion that in that little word of five letters is summed up the whole science of elocution as regards the practical results toward which we are aiming in our public school work. It gives the pupil a chance to gain self-possession; to take his breath comfortably; to look ahead and discover the sense of what he is to read; to select the emphatic word; to decide upon pronunciation and inflection; to notice the omission and transposition of words—in short, there is very little that it does not do. Pauses between groups of words are the salvation of reader and listener. If the teacher can secure this inestimable pause and can create in the pupil the habit of letting the eye run ahead of the voice there is no difficulty in reading which cannot be overcome. These are the two indispensable elements.

Mechanical blunders, or mere slips of the tongue, should never be treated as mistakes to be corrected. Far better a few such blunders in earnest, vital utterance, than perfectly correct, perfectly smooth, and perfectly lifeless reading. Such mistakes are not lasting. They

are the result of carelessness, not ignorance, and speedily disappear with practice.

Alertness should be peculiarly characteristic of the period devoted to the reading lesson. As many as possible should have an active share in the exercise. Far better, as a rule, three lines each from forty pupils than forty lines from one. The pupil should become accustomed to the sound of his own voice and should have far more practice than precept.

## The German University Student.

[A friend has sent to THE JOURNAL a clipping which he says is from an English newspaper, without giving the source. On a guess we should say that it was taken from the *London Mail*. Wherever it came from, it is a splendid description of the life of a German university student, better than any that has appeared in English print thus far, and begging the indulgence of the periodical which first published the article, we print it here with slight changes. Eds.]

When the young German realizes the dream of his boyhood and enters the university he pays the matriculation fee and listens to a rectorial address, warning him against political and secret societies, and bidding him do his duty like a good citizen. That ordeal over, he receives his *Legitimations-Karte*, or student's passport, and at once becomes a man of privilege and responsibility, a brother in the freemasonry of students, which has existed in his fatherland for centuries. It is a great day for him. The university is his reward for long years of work under the iron discipline of the gymnasium, and his new life is as free as youth could wish. No proctors dog his evening walks; no chapel claims his enforced attendance; no etiquette of cap and gown troubles his soul and robs his pocket. He may lodge where he likes, eat where he likes, do what he likes. The German cannot understand the freedom of our public schools and the—to him—grandmotherly restrictions of our older universities. So the "fuchs," or "freshman," determines to make the most of his good fortune, and proceeds to enjoy the good things the gods give, with a thankful heart. His motto is engraved in bold letters on the brass-studded cover of his "Commersbuch," the students' song book—*Gaudeamus igitur, juvenes dum sumus!*—and he acts up to it.

In the first place he takes a bedroom, which costs him, with his breakfast of coffee and rolls, some twenty marks—a sovereign—a month. Then he chooses a restaurant, where in time he will become a "Stamm-gast," or privileged customer. Here he eats the chief meal of the day, at noon, drinks his afternoon coffee, and plays billiards, "Skat," or chess with his friends. He is addressed as "Herr Doktor" by all below him in the social scale. In the morning he attends lectures. If he is studying medicine he walks the hospital daily. The teaching is of the best; the professors of world-wide reputation. Every opportunity is given him for marginal research.

The police treat him with respect and leniency, especially on New Year's eve, or other occasions of festivity. He is entitled to seats at a reduced price in the theater. He is a welcome guest at—and the chief support of—the "Tingl-Tangl," or little music hall. On Saturday night he goes to his "Kneipe;" here he divides his time between beer and song. He drinks beer and plenty of it; but he does not swill it indiscriminately. Beer etiquette is strict—beer laws number over three hundred—and every litre is drunk according to rule. The brew is light, and its purity the especial care of a paternal government. The German student is no waster. Your Falstaffian friend, who drinks till 3 A.M., and has a bottle of sweet champagne for breakfast, will write an official application in Latin to the rector, or cap a Greek quotation with enviable ease and accuracy. Greatest privilege of all, he serves only twelve months with the colors, as a "one-year volunteer," instead of three years as a common soldier; which means that, after six weeks or so of barrack life he is allowed to return to his own rooms, and if he can afford it, to employ a soldier servant to do the



menial work. This concession to his superior education, however, is the cause of much jealousy among the rank and file, and excites the contempt and spite of that dread personage, the drill sergeant, as the "Einjährige Freiwillige" learns to his cost.

Above all, he is a man of honor; "one who gives satisfaction." Whether he belongs to a fighting brotherhood or not, he must wipe out insult with "schläger," sword, or pistol. A great gulf divides him from the vulgar, who may be pummeled with the fist or beaten with cudgel. Should he join a "Korps," "Verbindung" or "Burschenschaft"—no easy matter, for those clubs are jealously select—he fights for fun, and practices two or three hours daily in the fencing school. He wears his colored cap and ribbons with pride, for his Korps, be it "Borussia" or "Westfalia," "Franconia" or "Alamannia," has a history which goes far back to medieval times, and contains a record of hard fighting and noble service done for king and country that any crack regiment might envy. Korps students are indeed "jealous in honor, sudden and quick in quarrel," for it is their duty to arrange a duel on the slightest pretext. But only among their peers. "Korps" do not fight with "Verbindungen," nor with unattached students, except on serious occasion.

To the student these duels are not absurd. They are part of the cult of the sword which is a religion in martial Germany. Nor are they child's play. Even in the ordinary "schläger" duel, with protected body, throat, and eyes, severe facial and scalp wounds are common. The "half-moon stroke" given by a left-handed swordsman may gash the cheek to the teeth; nose and lips may be severed; cuts which, in the expressive student slang, "make the angels in heaven whistle." Gross insults and quarrels with officers involve the use of the saber, and with it considerable danger to life. The pistol is the last resort. The French school of swordsmanship—the "stickerei" of contempt—is strictly barred. The Bursch loves a slashing cut and plenty of blood.

Of course, our "studiosus" gets into debt. The comic papers expect it. A student without debts would be like our old friend Punch without his hump. "Rosa," says the undergraduate in the *Fliegende Blätter* to the waitress at his favorite restaurant, "I shall owe for my meals by the month." But the tradesman has a very shrewd notion of how much credit he can safely allow. The father's position and income are known—the police know everything in Germany—and by law the son is entitled to a definite share of the paternal estate. Besides, there is often a rich uncle or an "Erb-Tante" to come to the rescue.

In this way, enjoying life with all the zest of youth, the student spends his time at the university, adding semester to semester. He is not obliged to graduate within a certain time. When he thinks himself qualified he writes his "thesis" and submits himself to "viva voce" examination. He succeeds and becomes "Ph.D." or he "falls through." In either case he pours libations to St. Gambrinus, illustrious inventor of malt liquors. Love, wine, and song lighten his sorrows as they did those of Luther. His life is "gemüthlich," which, as any German will tell you, has no equivalent in English. When at last he leaves the university, to the pathetic strains of "Bemooster Bursche zieh ich aus, Adé," sung by sorrowing friends, he begins his life's work with a memory of happiness that never fades. He remains a student at heart, and looks forward to the time when he, an "old Philister" of fifty semesters, will return to his alma mater to celebrate his jubilee.

Students of history will be interested in the proposition to erect a monument to the old Saxon scholar Bede, at Monkwearmouth, on ground that belonged of old to the twin monasteries of Monkwearmouth and Jarrow. The fame of the Venerable Bede as a scholar and teacher made his cloistered home a shining light to the Europe of the eighth century. The monument is to take the form of an Anglican cross, some twenty-five feet high.

## An Anti-Faculty.

An anti-faculty, *The Evening Post* writes, is apparently an organization to oppose a faculty, but it is actually a form of systematic aid to enable students to pass examinations. The institution as it exists at our oldest university is thoroly discussed in the last *Harvard Graduates' Magazine*. Shortly before examinations, "Seminars" are held in public halls. In these courses the work of the preceding half year is rapidly reviewed—for a substantial fee by a lecturer, frequently an alumnus of the college, who has carefully studied the idiosyncrasies of the examiner. He makes no profession of teaching the subject; he dispenses simply the information that is likely to be useful during the examination period. Instruction is administered along lines of least resistance: "The notes for the fine arts courses," for example, "are illustrated with crude outline designs of statuary and architecture, in order to save the purchaser the trouble of going to the museums."

But, of course, the triumph of a professor in the anti-faculty is rightly to gauge the relative value of information. He makes it his duty to know that the professor of fine arts will condone an error in Renaissance sculpture, but will pluck unsparingly a student who lacks ideas on Gothic vaulting. He divines when the hydrocarbons may safely be neglected in favor of the halogens. Furthermore, he finds a working substitute for apparently indispensable first-hand information. Thus a professor of philosophy of the anti-faculty advertises confidently: "The *Prescribed Reading* can be understood without reference to the books, a vital point in review work, and often overlooked." The coach in an English course appeals to a broader principle when he says: "I shall aim at giving a gentleman's knowledge of the course." Evidently the Byronic tradition of "not writing better than a gentleman should" is not likely to die out at Harvard.

More astonishing than the professions of the anti-faculty is its success. We are told of students who have first learned the subjects of the courses they are taking in the "Seminar," and yet have passed the examinations with the highest grade. Naturally such conspicuous results are not guaranteed, and most compilers of syllabuses content themselves with assuring the purchaser of a medium grade for two or three hours' study and a higher grade for more prolonged diligence. No wonder that a seat in the "Seminar" commands the price of a stall at the opera, and the "printed notes" are sold as dearly as the finer products of the private presses. Human vigilance has its limits, and the anti-faculty can no more procure an invariably intelligent use of its teaching than the faculty can make scholars of those who take the gentlemanly attitude towards learning in general. It has undoubtedly happened that a luckless wight, having paid his fee and read his notes, has discharged the Philosophy Six syllabus in the Philosophy Nine examination room. But such mishaps are rare, and cannot be charged to the system. Common sense and presence of mind are unfortunately not as yet reducible to "printed notes."

That this somewhat ludicrous practice has its more serious side is shown in the standing rule at Harvard that no member of the anti-faculty shall receive a scholarship or a fellowship from the corporation. There is little difficulty in enforcing the rule, for it is easy to distinguish legitimate tutoring from this artificial production of *foie gras* in the undergraduate geese. The evil, tho most marked at Cambridge, is not confined to Harvard, and it is a curious and not very encouraging fact that, under our American order, which does not unduly exaggerate the importance of examinations, many of the worst abuses incident to the English examination system are making their appearance. Vigilance and the avoidance of ruts by examiners will do something to reduce the prosperity of the various anti-faculties; their downfall will come only with the time when students learn to prefer reality to sham.

## Economy in Teaching School.

By Prin. E. L. BLACKSHEAR, Prairie View State Normal and Industrial College of Texas.

Quoting further from the pedagogical creed of Prof. Paul Hanus as read in the New York SCHOOL JOURNAL of December 27, 1902: "Elementary or pre-secondary education should provide the most salutary physical environment for the pupil, and promote his normal physical development thru appropriate training; it should open the mind of the child and let the world in; it should stimulate and gratify curiosity in every field of worthy human activity, and utilize this curiosity for the acquisition of knowledge, and the development of permanent interest in, and power over this knowledge; it should acquaint the pupil with his duties and his privileges as a temporarily dependent member of society, and promote the development of habits of thought and conduct in harmony with his growing insight. At about the age of twelve or thirteen the period of secondary education begins."

### Pre-Secondary Education.

This defines the work of the period of elementary education and in the opinion of the writer a seven-year course can be so adapted as to meet these requirements, commencing with the sixth or seventh year of the pupil's life and closing with the thirteenth or fourteenth year.

During this period, the normal physical development can be promoted by calisthenic drills in the classrooms; by drills in the large, fully equipped, and properly adapted gymnasium which every public school will yet have, with a trained physical director; by field sports after class work of the day and on Saturdays; and by walking excursions into the country or over the city, with some interesting educational object in view.

By a wisely planned, tactfully executed course of nature study, the mind of the child would be opened and the world let in. "Consider the lilies of the field, how they grow. They toil not, neither do they spin; yet Solomon in all his glory was not arrayed like one of these."

The purpose of nature study is to lead the pupil to discover in the apparent confusion of nature the operation of fixed principles and laws which he may learn to control and utilize for good ends; that nature is not a disjointed, haphazard, hit-or-miss affair, but an orderly, progressive, and unified arrangement. He would cultivate a sympathy with nature, an insight into it, a love for it. He would learn his relation to nature and nature's relation to him; his dependence on nature and his ability by complying with nature's laws, to get nature "on his side" or get himself on nature's side, and thus achieve useful ends and acquire that knowledge of and power over nature that is to stand him in good stead in the after-battle of life.

In literature the pupil in this period would enter sympathetically into the feelings of the heart of humanity, would come to appreciate the impulses and sentiments that have inspired men thru the ages; the aspirations for freedom—for civil and religious liberty, for educational and industrial opportunity; the love of home and country; the admiration for honesty, heroism, and self-sacrifice; the strength of the sentiments of affection, of chivalry, of loyalty and duty.

In biography and history he would see man in action and in society, and would learn something of human opportunities, human rights, duties and privileges.

In industrial art, he would develop permanent interest in and power to use the knowledge gained in the field of science. He would learn how man uses knowledge and power for useful ends. Incidentally he would learn reading, writing, number, drawing, geometry, and music, and manual skill as the means for expression of his growing powers and for summarizing results as he gains them in the various fields.

A seven-year course of study would place the pupil in such condition that, to quote again from Professor Hanus, "he would from this time forward be led by a training in choice to complete self-discovery by the time he is eighteen or nineteen years old."

### Years of Secondary Work.

The pupil is now prepared in mind and body to enter on the period of secondary education, which will complete his self-revelation and at the same time prepare him to enter his professional course or chosen calling.

At this age, thirteen or fourteen, the boy begins to be stirred by the deeper impulses of his nature and his pulse begins to throb in unison with the great life of the world about him.

The secondary course (or it might be termed a high school course) should have an industrial basis. It should give the industrial rather than the classical or scholastic viewpoint. Industrial work, carpentry, wood-turning and carving, cabinet making; blacksmithing, forging, casting; plumbing, electrical and mechanical engineering in their elementary phases, etc., should form the bone and sinew of the secondary education. Incident to the industrial arts, would be the study of physical, mechanical, and chemical laws, principles, and processes; history from the industrial viewpoint as recording the progress of man from the primitive stone age to the era of steam, steel, and electricity; from the cave and hut of the aborigine to the modern home, with its multiplied adaptations to comfort and well-being; from the skiff of the lake dweller to the ocean liner; from the two-wheeled bullock cart to the Pullman, the automobile, and the yacht; Latin, as the language of scientific nomenclature; mathematics, higher algebra, geometry, trigonometry, and industrial arithmetic, as related to the industrial arts studied and practiced; industrial drawing and simple architecture.

As an alternative to the above, agriculture could be made the basis, with a model school-farm in the city suburbs, where, by actual practice, the pupil could learn gardening, farming, fruit culture, flower culture, dairying, etc., with related work in science, history, mathematics, and drawing; with Latin as the language of scientific nomenclature.

Such a course would embrace three years, and would accomplish the purposes of the secondary period as set forth by Professor Hanus—to lead the pupil to self-discovery and at the same time prepare for carrying out that discovery, prepare him to enter his chosen calling either directly or thru the intermediary of a professional, technical, or other school of occupations—in a far better way than is done by the present classical or scholastic high school.

The four aims of this period as set forth in the pedagogical creed above quoted are briefly these: (1) To promote normal physical development; (2) to stimulate the desire for self-support and make general preparation therefor; (3) to stimulate to and prepare for intelligent and helpful social participation; and, (4) to prepare and stimulate to self-development thru self-teaching in after-life.

Certainly the first three aims would be better achieved by an industrial secondary course than by a classical or literary one merely. The industrial view-point is more sympathetic of real life and more intimately related thereto than is the scholastic or merely literary view-point.

### The End Attained.

If the secondary course has stimulated and prepared, in a general way, the pupil for industrial (or practical or professional) and social participation, why should he not now enter on his professional course or on the course that is to prepare him for his chosen calling, whether professional or technical? Why should he not do this while the impulse to such participation is strong in him? Why should he now stop and enter on a course which, it may be said, has no distinctive, at least no practical, bread-and-butter aim—the college course? What end does it subserve, what aim does it propose that would not be met by either the elementary, the secondary, or the professional course? Can not the secondary and professional course be made broad enough, strong enough, deep enough, and thoro enough, to render the college course unnecessary?



Many of the colleges are really professional schools as to certain of their courses. It might seem that in seven years of elementary training, three years of industrial-scientific training, and four years of professional or technical training—fourteen years in all—the youth would be ready to enter as an apprentice in what is to be his life calling.

Is not the college a survival of the old ideal of the gentleman as a man who will have nothing particular to do in life as a calling, and who needs no distinctive training other than what will fit him to be a man of elegant and scholarly leisure? Is the college a survival of the fittest?

On the other hand, would the pupil, at the close of the secondary course as proposed, be fully prepared in the four results to be reached in this period as set forth above? Would he be ready for the severe training of the professional or technical school and for the severer tests, trials, and experiences of the actual life-work and life-struggle to be endured and waged thru the channels of his chosen calling? Would he be ready in physical endurance and power; ready in mental strength and staying power; ready in moral poise? If as to aim (2), he were ready so far as relates to the proper stimulation of the desire for self support, would he be ready as to the best general preparation therefor? Would he be ready as to aim (3), in the full stimulation to and preparation for intelligent and helpful social participation? And, lastly, would he be stimulated and prepared to carry forward, as uninterruptedly as circumstances permitted, self-development thru self-teaching in after-life?

A college course of three years' length would enable the pupil more fully to realize the above aims. It would give the broader, the philosophic view of life, the altruistic, the Christian view of social service. It would take off the "raw edges," the grosser egotism of newly acquired economic, intellectual, and social power. It would give social ease, polish, grace. It would acquaint the pupil with less material, but no less real and important laws of social action, re-action, organization, and progression. It would soften, civilize, and altruize the raw ambitions of earlier manhood. The college course is greatly a matter of residence, contact, association, of give-and-take (in its good sense), in a social settlement of the highest attained order.

As to its subjects of study, they would be much the same as in the elementary period, with the differences of the broader outlook, scope, and grasp, and adaptedly varied method. The library, the laboratory, the gymnasium, the athletic field, the lyceum, the ordered social function, the college press, the field work in science,—these are some of the typical adjuncts to the class work and the lecture room of the college period.

But beyond all this is, as has been remarked recently, that of our educational system the college is the one institution distinctively American. It is the school of the prophets, of them that have the vision of the American ideal and destiny. It is the fountain of patriotism. It is the ante-chamber where they tarry till they are imbued with the American spirit, till they put on the wedding garment that shall fit to sit at the feast of American duty, opportunity, and privilege. Its professors have been fine American men, and in their pupils' hands, brains, and hearts lies America's outcome.

Dr. Nicholas Murray Butler, in his address before the National Educational Association at Minneapolis said, "I wish to speak, first, of the problem presented by what I conceive to be the waste in our present educational system. My observation has convinced me that as matters now are we take too long to do little. \* \* \* \* I judge there is waste in our educational system because

\* \* \* \* \* the boy who goes thru our educational system from top to bottom has grown to mature manhood and has used up much more than one-third of his probable life before he is ready to enter upon a practical career. Add to the years of the kindergarten the eight and sometimes nine years of the elementary school, the our years of the college, and three and now four years

in the professional schools of law, medicine, engineering, and the rest, together with the necessary years of almost unpaid apprenticeship, and the boy is quite unprepared to face the world as an independent, self-supporting man until he is nearly thirty years of age.

The sum total of the years of the educational periods as set forth by the above authority is nineteen or twenty years.

The modification of these periods as suggested in a crude way in this paper would reduce this sum total to sixteen or seventeen years by allotting seven years to the elementary general preparation period, three years to the secondary practical (industrial) period, three years to the college (higher general preparation) period, four years (or three) to the higher (specialized) practical (or professional) period.

By so arranging the college electives as to allow the student to anticipate his professional course by selecting from among the alternatives certain basic studies related to that course, the professional course might be shortened to three years.

Further is it not possible that the professional courses (using this term to apply to the student's chosen calling, whatever it may be if it requires educational fitness and preparation) may be unduly distended? Is it not possible that the educational expert may yet by application of the principles of economy simplify and make more effective, more economical, the professional course?

(To be continued.)

## Summer Schools.

June 4-Aug. 6.—Kansas State Normal school summer session, at Emporia. Jasper N. Wilkinson, president.

June 9-Aug. 13.—Valparaiso college and Northern Indiana Normal school, at Valparaiso, Ind. Address H. B. Brown, president.

June 15-July 24.—Denver Normal and Preparatory school, Denver, Colorado. Fred Dick, principal.

June 22-July 31.—Northern Illinois State Normal school, summer term, De Kalb, Ill. John Williston Cook, president.

June 1-Oct. 1.—Art Students' League of New York, 215 West Fifty-seventh street.

June 1-Oct. 3.—Cos Cob Art school, Cos Cob, Conn. Address the Art Students' League of New York, 215 West Fifty-seventh street.

June 8-July 17; July 20-Aug. 28.—Illinois State Normal university, Normal, Ill., two summer sessions. Address David Felmley, president.

June 22-Aug. 1.—State University of Iowa, summer session, Iowa City. Address the president.

June 23-July 31.—Summer School of the South at the University of Tennessee, Knoxville. Address P. P. Claxton, superintendent.

June 29-Aug. 7.—Armour Institute of Technology, Chicago. Victor C. Alderson, dean, Thirty-third street and Armour avenue, Chicago.

July 1.—Yale Forest school. Address Prof. H. S. Graves, 360 Prospect street, New Haven, Conn.

July 1-Aug. 15.—Biological Laboratory of the Brooklyn Institute of Arts and Sciences. Address Prof. Charles B. Davenport, Chicago university.

July 1-Aug. 14.—University of Michigan at Ann Arbor. Secretary, John R. Effinger, 700 East University avenue, Ann Arbor.

July 2-Aug. 30.—Chautauqua institution, Chautauqua, N. Y.

July 6-18.—National summer school at San Francisco. Address Ada M. Fleming, Ginn & Company, Chicago.

July 6-28.—Connecticut Agricultural college, summer school for teachers, Storrs, Conn. Rufus Whittaker Stimson, president.

July 6-Sept. 5.—Catholic Summer School of America, at Cliff Haven, Clinton county, N. Y. Address W. E. Mosher, 39 East Forty-second street, New York city.

July 7-Aug. 1.—Emerson College of Oratory, at Boston. Henry L. Southwick, dean.

July 8-Aug. 12.—Normal course of New England Conservatory of Music at Boston; private teaching during entire vacation period.

July 13-25.—Clark university, summer school, Worcester, Mass.

July 13-Aug. 14.—Dartmouth college summer school, Hanover, N. H. Address Prof. T. W. Worthen, director.

July 14-31.—American Institute of Normal Methods at Boston. Address Edgar O. Silver, president, 85 Fifth avenue, New York city.

July 27-Aug. 8.—National summer school at Chicago. Address Ada M. Fleming, Ginn & Company Chicago.



## Co-education in Public Schools.

Extracts from the latest official report of U. S. Commissioner W. T. HARRIS.

The policy of co-education, or the education of the youth of both sexes in the same schools and classes, is a marked characteristic of public education; that is, of education maintained by public funds in the United States. The practice prevails also in private institutions to a noticeable extent. Therefore, while co-education is a policy not peculiar to the United States, it has here an extension both as regards the proportion of the population and the grades of institutions affected, which readily explains the fact that all persons interested in the conduct of education look to this country for information in respect to this particular feature. The demand for information on this subject on the part of foreign investigators and officials is constant. From time to time, also, the subject becomes one of special inquiry in our own country, particularly in the sections where public provision for education is comparatively recent. \* \* \* In the consideration of this subject the public schools are given precedence, not only because of the vast proportion of the people who are instructed in them, but also because of their consequent influence upon public opinion. This influence is even more important in respect to a matter which like co-education affects the most delicate social relations than in respect to purely scholastic interests.

The enrollment in the public schools of the United States reached in 1900 a total of 15,341,220 (7,734,739 boys, 7,606,481 girls), 91 per cent. of all pupils enrolled in elementary and secondary schools. The great body of these young people are instructed together, without distinction of sex. In the elementary grades of our public schools—that is, in the grades below the high schools—co-education is practically universal and excites no comment. Exceptions are indeed found in a few cities situated for the most part on the eastern border of the country, but these exceptions are in the main due to accidental conditions, such as the location or structure of school buildings. In some cases they are survivals from the period of feeble beginnings, when experiments in the direction of public schools were cautiously begun by the establishment of schools for boys.

When we consider the high schools, which are of later origin than the lower grades, we find not only the same causes for the existence of separate schools for boys and girls, but in a few cities, also, as will appear from the appended statements, the conviction that this separation is desirable.

The statements referred to, which confirm in detail the general view here presented as to the status of public schools in respect to co-education, are taken from the replies of state and city superintendents to special inquiries with respect to this particular feature of the schools under their charge. An inquiry issued by this office in 1891 brought very full responses from every part of the country; the information thus elicited has been here supplemented by replies to an inquiry of the present year addressed to superintendents of those cities which showed exceptional conditions in 1891, and to a few other superintendents in cities which by reason of rapid growth are liable to encounter unforeseen conditions in providing school accommodations.

### State Systems.

The inquiry of 1891\* was answered specifically by the school superintendents of 40 states and 4 territories.

The superintendents of the following 28 states and 3 territories reported co-education in all public schools, a few exceptions being noted: Arkansas, Connecticut, Ida-

\*The inquiry comprised the two following questions:

- (1) In what cities and towns of your state are the boys and girls taught in separate classes in the public schools?
- (2) In how many country public schools in your state are the boys and girls taught in separate classes?

A request was also made for additional information or opinions bearing upon the subject.

ho, Illinois, Indiana, Indian Territory, Iowa, Florida, Kansas, Maine, Minnesota, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey (excepting in the high schools of a few cities), New York (all country schools), North Dakota, Ohio, Oklahoma (territory), Oregon, Rhode Island (excepting the high school of Providence), South Dakota, Tennessee, Utah (admitted as a state 1896), Vermont, Washington, West Virginia, Wisconsin, Wyoming.

The superintendents of the following 12 states and 1 territory reported co-education excepting in the few cities named:

*California.*—Two grammar schools, 1 high school exclusively for girls, 2 grammar schools for boys, San Francisco.

*Delaware.*—Wilmington.

*Georgia.*—High schools of Atlanta, Augusta, Savannah, and Columbus.

*Kentucky.*—High schools of Louisville and common schools of Russellville.

*Louisiana.*—High schools, New Orleans.

*Maryland.*—High schools, Frederick City and Hagerstown.

*Massachusetts.*—Boston, Latin school and English high school for boys; girls' Latin school and high school.

*Mississippi.*—Natchez, Vicksburg, Yazoo City, and Columbus; mixed schools in some of the departments.

*New Mexico (territory).*—One school in Santa Fe, 1 in Old Albuquerque, and 1 in La Mesilla.

*North Carolina.*—One public graded school, Raleigh; boys not allowed after they have passed the second grade. Normal and industrial school at Greensboro; this school is part of the public-school system.

*South Carolina.*—Columbia.

*Texas.*—Atlanta.

*Virginia.*—One city.

Official reports and the statements of city superintendents made it evident that co-education was the general policy in the remaining 5 states and 1 territory—Alabama, Arizona (territory), California, Colorado, Michigan, Pennsylvania.

The replies above considered were generally limited to the statement of the facts and a strong indorsement of the policy of co-education by the superintendents.

The following citations present all the additional information offered in response to the inquiry of 1891 by the state officials:

Hon. E. B. Prettyman, state superintendent, Maryland:

Early in this century the general assembly established male academies in the counties, but the majority of these have been changed into high schools, teaching the sexes together. Washington college, at Chestertown, Kent county, established in 1782, and based on a flourishing academy which was established in 1723, for the first time adopted co-education about three years ago, and in 1892 reported 90 male and 20 female students. Dr. Reid, the president, informs me that the faculty and the board of visitors are entirely satisfied with the change. The Maryland State Normal school, located in Baltimore, has had both male and female students in the same classes since its establishment in 1865. This arrangement continues to have the approval of the faculty, and of the state board of education.

Hon. C. W. Bean, state superintendent, Washington:

There are a few schools for separate education of the sexes in this state, but they are under the control of churches. These supply the demand for such teaching, and under these circumstances the public sentiment in favor of co-education in the public schools is very strong. Most of those who favor separate education do not appear as very strong advocates of a public-school system at all.

### City Systems.

The inquiry addressed to city superintendents in 1891 sought not only to ascertain whether co-education or separate education was the rule, but also the grades, if any, in

which boys and girls were not taught in the same classes

The following table summarizes the information from 628 cities, and indicates also (columns 10-12) changes that have taken place during the decade as disclosed by the inquiry of the present year.

Status of the public schools in cities with respect to the co-education of the sexes (i. e., the instruction of boys and girls either together or separately), 1891-92.

1	Total number of cities reporting.		Number in which boys and girls are taught separately in some or all grades.						Number of cities reporting in 1891-92 in which changes have been made from separate to coeducation schools, as reported in 1902. <sup>1</sup>		
	2	3	Distributed.						10	11	12
			Total.	All grades.							
				All grades.	High schools.	Grammar or intermediate.	Primary grades.	Part of the schools respectively of grade.			
Alabama.....	4	3	1		1						
Arkansas.....	3	3									
California.....	15	14	1		1	1				1	
Colorado.....	8	8									
Connecticut.....	21	21									
Delaware.....	2	2	2		1	2			1	1	
District of Columbia.....	1	1						1			
Florida.....	7	3									
Georgia.....	4	4	3		3	3					
Illinois.....	42	38									
Indiana.....	33	33									
Iowa.....	23	23									
Kansas.....	15	15									
Kentucky.....	12	9	3	1	1	2				1	
Louisiana.....	1	1									
Maine.....	13	13									
Maryland.....	4	2	2	3	1						
Massachusetts.....	42	39	3		1	3	2			1	
Michigan.....	30	30									
Minnesota.....	11	11									
Mississippi.....	2	2	2	1	1						
Missouri.....	20	20									
Montana.....	2	2									
Nebraska.....	8	8									
Nevada.....	1	1									
New Hampshire.....	7	7									
New Jersey.....	23	19	4		1	3	2	1	1		
New York.....	73	69	4	2			2	1			1
North Carolina.....	3	2	1			1					
Ohio.....	47	47									
Oklahoma.....	1	1									
Oregon.....	3	3									
Pennsylvania.....	64	54	10	4	3	6	3	1		3	
Rhode Island.....	6	5	1		1				1		
South Carolina.....	1	1	1								
South Dakota.....	1	1									
Tennessee.....	6	6									
Texas.....	16	15	1	1							
Utah.....	3	3									
Vermont.....	1	1									
Virginia.....	7	6	1	1		1					
Washington.....	6	6									
West Virginia.....	4	4									
Wisconsin.....	29	29									
Wyoming.....	2	2									
Total.....	628	587	41								

<sup>1</sup> Inquiry addressed to 24 of the 41 cities included in column 4.

<sup>2</sup> In Baltimore for colored pupils.

<sup>3</sup> In one city a few changes both ways, i. e., from separate to mixed schools and the reverse.

By reference to the foregoing table (column 4) it will be seen that 41 cities reported separate schools in one or more grades in 1891.

The replies to the inquiry of 1902 show that three cities (see column 10) have adopted co-education in the formerly separate high schools, leaving 12 cities out of 628 reporting with separate high schools, as against 15 in 1891.

A few changes have been made in the lower grades, but, as a rule, the situation in these grades remains practically the same as at the beginning of the decade.

The circumstances that have given rise to separate schools where these exist are explained in the letters of city superintendents referred to above, here cited in the geographical order of the cities. It will be noticed that the citations include letters written in response to the inquiry of 1891, and, also, to that of the present year.\*

\* The inquiry of 1902 comprised the following questions:  
(1) Has there been any change during the last decade from separate to co-education schools in the elementary or high schools under your charge?

(2) Has there been any change in the same period from co-education to separate schools?

Boston, Mass.—Hon. Edwin P. Seaver (1891):

First. Boys and girls are taught separately in the Latin schools.]

Second. They are taught separately in the high schools of the old city, namely, in the girls' high and in the English high (boys).

Third. They are taught together in the suburban high schools in Roxbury, Dorchester, Charlestown, West Roxbury, Brighton, and East Boston.

Fourth. They are taught separately in 25 of our 59 grammar schools. In the other grammar schools they are taught together.

Fifth. They are taught together in all primary schools and kindergartens.

This unsystematic state of things was brought about by Boston's annexing the neighboring cities and towns without changing the organization of the schools more than was absolutely necessary.

Superintendent Seaver, in answer to the inquiry of 1902, states that no change has taken place during the last decade in schools that have been in existence more than ten years, either from separate to co-education schools, or the reverse. The following information relates to two schools recently established:

Within ten years two high schools have been established: The Mechanic Arts High school in 1894, which is a boys' school, and the South Boston High school in 1901, which is a school for boys and girls.

The subject of co-education does not excite discussion in this city. Everybody, so far as I know, appears to be satisfied with the present condition of things.

There are, at the present time, in this city, three high schools for boys, namely, the Public Latin school, the English High school, and the Mechanic Arts High school, and two high schools for girls, namely, the Girls' Latin school and the Girls' High school. The remaining seven high schools are for both boys and girls. The number of grammar schools for boys alone is 12, and the number of grammar schools for girls alone is also 12. The remaining 34 grammar

schools are for boys and girls. The primary schools universally are for both boys and girls, and so are the kindergartens.

Newburyport, Mass.—Hon. William P. Lunt, 1902:

During the past ten years many of our schools below the high school have been changed from separate schools to schools for both sexes.

There have been no changes in the opposite direction.

From my own observation I should say that the boys have been benefited by the presence of the girls, but that the girls have not gained by the change. In fact, I believe in all grades the girls have been the losers in many ways by co-education.

Providence, R. I.—Superintendent Tarbell, after an experience of ten years with the mixed high schools, writes (1902):

(3) Have any new high schools been established during the decade, and, if so, are they separate or co-education schools?

(4) Does the subject of co-education, especially in high or secondary schools, excite much discussion in your community, and, if so, what appears to be the present trend of opinion on the subject?



The high schools of Providence were changed about ten years ago from separate to co-educational schools. The elementary schools of this city have been co-educational for the last sixty-five years. There has been no change from co-education to separate schools. We have established during the last ten years three new high schools, which are all co-educational.

*New York City.*—Hon. John Jasper, superintendent of schools (1891):

As a rule, boys and girls are taught in separate classes, but there are classes of grammar grades in which both sexes are taught together, and there are many more classes of primary grades in which the same state of affairs is found. It is impossible, from the nature of our reports, to determine the number of classes in which both sexes are taught together. It is an almost invariable rule to teach the boys and the girls in separate classes where the numbers are large enough to permit this separation.

*Brooklyn, N. Y.*—Hon. W. H. Maxwell, superintendent of schools (1891):

It is the policy of our board of education to teach boys and girls in separate classes. It is not, however, always practicable to do this under our scheme of class organization. Out of a total registry of 96,054 at the close of last year 16,160 were taught in what we denominate as "mixed" classes; that is, boys and girls in the same class. The sexes are quite evenly divided, being, at the close of the year, 47,963 boys and 48,091 girls. The proportions of boys and girls in the mixed classes will probably hold about the same.

In answer to the inquiry of 1902 Mr. Maxwell, who is superintendent of schools in the consolidated city, or Greater New York, states that no change in respect to co-education has taken place in the schools under his charge during the decade. He says:

Six new high schools have been established during the decade—four co-educational, two separate.

The subject of co-education, especially in high or secondary schools, does not excite much discussion in this community. The present trend of opinion appears to be toward co-education.

In reply to your invitation for a statement of my personal observation relative to co-education I would say that, in the more densely inhabited parts of New York city, there is a good deal of opposition to co-education, particularly where there is a large foreign element present in the schools. In the outlying and more thinly pop-

ulated parts of the city there is a very strong feeling in favor of co-education.

(To be continued.)

## Good Roads and Good Schools.

The highways are not usually considered a part of school equipment, but the knowledge is growing that good roads are a decided necessity for good schools in the country districts. At present there is a strong movement in educational circles to combine the small schools scattered over rural districts into large central schools with enlarged curricula. Thus, the more children that can be drawn into the central schools the better they can be educated. If only a portion of the children can reach the school in bad weather, the rest being detained at home on account of the conditions of the highways, the consolidated school will be of little real service.

Thus the need of better roads as a part of the country school equipment has begun to be realized by educators and the matter has been ably discussed in the annual report of State Supt. Charles R. Skinner, of New York. He says:

"The arguments thus far advanced in the commendable agitation for good roads have not considered the welfare and comfort of our school children as a factor.

"The farmer is told that good roads will put money into his pocket by saving his horses and wagons; that the value of his farms will be enhanced, and the trip to town or church will be a pleasure rather than a burden. The merchant is assured that his trade will mightily increase if good roads lead to the village. The bicyclist knows, by an occasional run over rare sections of well-built highway, what comfort would result if good roads were the rule instead of the exception. Nothing, however, has been said about the children as they go thru the mud or dust, up hill and down, from their homes to the school-houses, one to three miles distant. Is it unreasonable to believe that these men and women of to-morrow would prefer well-graded, macadamized road-beds to the miserable pretences for highways which now disfigure so much of our landscape? Is it difficult to imagine the country school a much happier and busier place if the children could gather, after pleasant walks, along well-built and well-kept highways?

"What to do with our country schools is becoming a serious problem as the years go by and the rural districts become more sparsely settled. When more than



New High School Building at Omaha, Neb.—John Latinser, Architect; C. G. Pearse, Superintendent of Schools.



thirty per cent. of our rural schools have an average daily attendance of less than ten children something should be devised to put a stop to such needless waste. Combination of resources and capital cheapens production and results in an improved product. It is the opinion of educators that a reasonable application of this principle to our rural school problem would result beneficially. With the present condition of country roads the transportation of the children to central well-equipped schools is practically impossible during most of the year. Good roads would remove a serious obstacle to this most important step forward in the improvement of our country schools. The boys and girls of the country, with one accord, demand good roads, that they may enjoy school privileges equal to those of their brothers and sisters of village and city."

### Geological Survey Map of New York

An exceptionally complete and valuable map of middle Southern New York is about to be issued by the state and the United States geological survey. This map will be made up of a series of topographic atlas sheets, including what is known as the "Owego Quadrangle," which covers the towns of Tioga, Nichols, Owego, Candor, Spencer, and Barton, extending to the Pennsylvania boundary on the south. The bold character of the topography is well illustrated on the sheet. The area generally is characterized by low grade valleys, which traverse it in various directions.

The accuracy and detail employed in the survey of this area will be understood when it is stated that the location of the network of roads and railroads was based on 175 ascertained triangulation points; that about five hundred miles of public roads and railroads were actually surveyed and that seven principal bench marks were established by the running of 125 miles of Y-levels.

This map differs further from ordinary maps in that the exact shapes and slopes of the hills and valleys are accurately delineated by contours or lines drawn thru points of equal elevation above sea level. In mapping the state of New York these contour lines are drawn at vertical intervals of twenty feet, every fifth line being numbered to aid in reading the map. Consequently the

elevation of any particular place above sea level may be readily determined.

### Tomb of Thothmes Discovered.

The discovery of the tomb of Thothmes IV., a pharaoh of the eighteenth dynasty, by Theodore M. Davies, is one of the most important Egyptian discoveries in many years.

Like other royal tombs, this consists of a gallery cut into the heart of the mountain. This gallery is a long passage which opens into a large chamber. At the extreme end of the chamber is a magnificent sarcophagus of granite covered with texts from "The Book of the Dead."

On either side are smaller chambers, the floors of which were found to be covered with mummified loins of beef, legs of mutton, ducks, and geese, offerings made to the dead king. Clay seals with the name of the pharaoh had been attached to the doors of the chambers, and these seals contain proof that the Egyptians of between 3,000 and 4,000 years ago had to some extent anticipated the invention of printing, the raised portions of the seals having been smeared with blue ink before being impressed on the clay.

The floors were literally covered with vases, dishes, symbols of life, and other objects of blue *faience*. Most of these were broken, however. Intermixed with the *faience* were fragments of exquisitely-shaped cups, and vases of rich blue or variegated glass. There is also a piece of textile fabric into which hieroglyphic characters of different colors were woven with such wonderful skill as to present the appearance of painting on linen.

But the most important part of the find was the discovery of the ruler's chariot. The body of the chariot is alone preserved, but in a perfect condition. The wooden frame was first covered with *papier mache* made from papyrus, and this again with stucco, which had been carved, both inside and out, into scenes from battles fought by the ruler in Syria. The art is of a high order, every detail being exquisitely finished, and the faces of the Syrians being clearly portraits taken from captives at Thebes. The chariot is, as a matter of fact, one of the finest specimens of art that has come down to us from antiquity.



Public School Building, Morgantown, W. Va.—Thomas C. Miller, State Superintendent.

## The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING APRIL 11, 1903.

### Thoughtful Procedure.

In the development of the broader social opportunities of the common school there will necessarily be much experimenting, with attending disappointments. Often the good friends, who get the movement under way in various localities, do not weigh the consequence of each step they take as carefully as it ought to be. Enthusiasm and accurate, circumspect calculation rarely go together. Following after fads amounts to almost a national weakness, and teachers are possessed of it as much as other people. It is well to bear these things in mind when attempting to judge the promise of a movement by the first fruits.

A wise leader seeks to obtain for himself as complete a plan as human ingenuity can devise, making as sure of the final outcome as the understanding can foresee before venturing upon the initial move. And this leadership has been wanting in many instances where a beginning has been made in turning the school into a social center. Unwise zealots have rushed measures into operation which must make the very angels tremble. As a result, there has been, and is yet, much wasteful squabbling between pro- and anti-school extensionists. The movement itself has not seriously suffered by the mistakes that have been made thus far. This is because of the power of the grand truth behind the movement and in spite of the errors in method made by the neophytes. The matter is certainly important enough, for every one in position to influence the school community to devote thoughtful study to the fundamental principles and the aims and logical consequences of the present endeavors for converting the schools into the chief social centers of the communities supporting them.

The usual experience in starting upon common school extension is something like this. Some one begins to inquire about the movement, its meaning, its promise, and the present status. After the preliminary inquiry, there may be a lecture or conference. Here is the real test of the attitude and caliber of the leader who has interested himself in the new departure. If he reveals "practical" impatience there is little hope for an adequately comprehensive consideration of the new idea. He just wants to "let us have the thing in a nutshell and never mind the theory of it." He must have whatever pertains to the matter condensed into a two-grain tabloid, ready for swallowing whole or in part, his chief anxiety being only whether the tabloid is bitter or sweet, and whether it had better be dissolved in water before taking. Is it any wonder that under the circumstances here suggested there should be but poor results?

Or, take another typical instance: A board meeting or conference of friends of education is called. The "leader" is avowedly or covertly opposed to the idea, because he sees in its development simply more work for himself and new expense to his community. His opposition helps to draw to the light a number of phases that, under ordinary circumstances, would probably receive no notice whatever. If he is willing and able to be convinced by reason and gifted with the virtue of keeping silence until the truth of at least the most fundamental principles has been clearly set forth for adoption or rejection, there is hope. More often his only purpose is to have the whole matter decently buried and the erstwhile peace re-established. If he must yield, he does so on a compromise, this being a practical device, such as an occasional parents' meeting, a restricted alumni club, a weekly social gathering at the school-house, or whatever may impress him as harmless enough to concede. The enter-

ing wedge may or may not succeed in opening the door to greater things. But, whatever the result, the movement can certainly not be said to have "started under the most favorable auspices."

If the movement is worth anything it is worth deep study. The social regeneration and the increase of the sources of happiness of the whole nation is involved in it. The improvement of the daily life and moral opportunities of thousands may be accomplished by it. Then why not give it attention commensurate with the promises it holds out? Far better it were that the practical institution of initiatory measures be delayed for a few months than that the beginning be spoiled by the unholy hands of ignorance. Ten years or more were required to secure a hearing for the new idea, and this was well for the theoretical perfection of it. The rule which an ancient wise man valued as the greatest treasure in the world was, "In all you do, consider the end." Do not let the good work stop, but let it be baptized in serious thought. Think it all out, then go ahead.

### The Fatal Tendency.

There are two sides to the educational work proposed in the school; one is spiritual, the effect of spirit upon spirit, caused by sympathy and human love; the other is the impartation of knowledge. Both are essential. Once the latter was made the entire object of assembling young human beings together. Then the rod was paramount. The teacher in good faith carried a ruler under his arm continually as he walked (often pompously) around his little domain; he only asked that certain things be learned by heart and recited to him word for word.

That day has been passing; surely the noon mark has long since gone by; we are in the afternoon of the period which marks knowledge the central object of going to school. But tradition and habit are strong; their bonds have not yet been broken. When the several thousand children of a city are to be instructed the way out seems necessarily to be that of grouping them in grades, and assigning a section of the proposed world of knowledge to be committed to memory. These sections are usually eight in number, and when completed the pupil is ushered into the adult world.

This is the mechanical side. We are in a mechanical age; the tendency is to carry mechanics into the school-room; to measure the work done by a foot rule. An ex-superintendent of a large Western city prepared an article for a New York daily paper; it was published; he applied for payment; the editor seized the clipping of the article, placed it on a strip of brass sunk into his desk marked with inches, called to the cashier, "Seven and a half at 65," and waved the contributor to the counter where he was paid \$4.87.

The contributor telling of this new and rather odd experience said, "It made me think of examination day in school." Doubtless there must be a mechanical side to educational work, and he is a good teacher who has learned not to allow it in excess. The fatal tendency is to put that forward to the pupil as the one cause of coming to school.

The superintendent visits the schools; he takes a single grade at a time; he measures by questions the amount that has accumulated in the memory. Antiquarian excavators declare they can tell exactly how long the river Nile has been flowing along its valley by the depth of its deposit—so much, they say, being deposited in a year. In somewhat a similar way the school official determines the skill or its absence by sounding among the deposits of knowledge in each of the grades of the schools he visits.

The school must be more than a knowledge shop; but it is hard for the teacher to realize this if his work is measured up solely by questions that relate only to the branches of knowledge set apart to be learned by his pupils. Quite a number of years ago a young man was graduated from a normal school and sought a place



where he could realize the beautiful ideal he had formed of education. He was placed at the head of a village school in the Catskills. He met with his teachers weekly for a study of education; he gathered the citizens in a church every month for lectures; he had the parents visit the school, keeping a register of the visits, and not resting until all came.

The school became the center of the intellectual life of the village and surrounding country; the clergymen were asked to preach annually, at least, concerning the value and importance of education. There was a widespread feeling diffused of earnestness to advance to higher stages of moral and intellectual excellence even among the adults. The principal who had probably never read Matthew Arnold yet had discovered that "Conduct is three-fourths of life." He invited the parents to visit the school not wholly to see how well the children could read, write, and spell, but how happily they lived together and how earnestly they strove to acquit themselves well in the labor imposed upon them.

The work of this man caught the attention of a summer visitor from Brooklyn, and he was invited to take charge of a public school in that city. After some years had elapsed one of his former assistants visited him and found him a changed man. He said, "All is different here. We have no meetings of teachers; no sermons are preached; the parents seldom come in; there is a fixed routine for daily work; there is little enthusiasm among my assistants for educational study. Possibly I could not change this if I had the power. The tendency is to labor for that minimum of knowledge that will warrant advancing one grade or step higher. You see it is like an army: one rank must move to get out of the way of the one behind it. I find my old enthusiasm nearly gone, and that to me is the saddest part of the result."

The teacher must be more than a lesson hearer; just how he is to be got to stand on a higher platform is not so easy to say. The kindergarten that was flouted so by the primary teacher in its first years has produced an ineffaceable impression because it is an object lesson in teaching that does not aim at knowledge; it aims at human growth. We have not yet learned how to make this the object in the primary and advanced schools. Shall we be able to do so?

### County Training Schools.

More than twenty years ago it was argued in these pages that county training schools should exist. Probably there were many who said, "We have normal schools, let the would-be teacher attend them." Probably there were others who said, "We have got along without these for many years and all our schools are now declared to be 'the best on earth', and therefore there is no need of them." Probably there are others who think a county institute of four or five days once a year will answer all the purpose.

Wisconsin in 1899 established two county training schools for public school teachers, tho she had seven large state normal schools. The reason given was that the graduates of the normal schools did not often find their way into the rural schools.

The success of the plan was so apparent that a law was enacted in 1901, by which any county board of education, except where a state normal school was located, might establish a county training school. Six such schools are now in operation. The success of these schools has been such as to settle the question of their value.

The expenditures for a school appears for 1901-2 to show that each will cost about \$4,000. They have one head teacher and an assistant, and use the local town schools for practice and observation. A high school education is required for admission.

We invite attention to this working out of what we had declared to be a necessity. Wisconsin now ventures \$25,000 in carrying out a plan to reach the rural schools. The law in New York allows persons to teach who have

had no special preparation; 20,000 at least of such persons are now teaching. We urge again that the state take up the training of teachers in the several counties of the state.

### Politics in Philadelphia Schools.

The reputation of Philadelphia as the delightful city of homes is as broad as the land. Her name is significant of the honest, upright purpose of her Quaker founders, but the public schools of the City of Brotherly Love are to-day suffering indignities that are a disgrace to the American school system. Political interference with the schools was never so outrageous in New York in its worst days of Tammany control as is submitted to in Philadelphia in 1903, with apparent indifference on the part of her citizens. Conditions which admit of the appointment of a corps of teachers by political bosses, in many instances for political reasons; which allow school directors who have been nearly a year under indictment for selling appointments for money to go untried—such conditions certainly call for swift and violent awakening of the civic conscience.

There are wards of Philadelphia in which political bosses so control the choice of teachers that merit plays no part whatever, and the school directors, who are elected by the people to select teachers, simply follow their "bosses" behests. In sections where the political spirit has not as yet entered, the thought that constantly haunts the teachers is, "How soon will it come?" The establishment of politics is already so complete that all the men teachers in the city were called upon to contribute a percentage of their salary to the campaign fund, and many had penciled at the top of their appeal the one or two per cent. required. The superintendent of schools was himself assessed six per cent. of his salary this year for the campaign fund.

A political system which can assess the superintendent of schools is a potent one. The last levy was even extended to women, and only because a wiseacre in the City Hall saw signs of revolt at this taxation of women, was the attempt explained as a clerical error.

Above the printed notice which called for "voluntary" contributions was the significant mark in blue pencil "2 per cent." One man who translated the word voluntary literally, and sent one per cent. received the following notice: "Check received; shall we hold it for the balance or enter it on account?"

#### The System.

The existing conditions are traceable, in nearly every instance, to the sectional board part of the city school system. The sectional boards which elect the teachers of each ward, are elected by direct vote of the people, twelve in each ward. A thirteenth member, who is also a member of the city board of education, is appointed by the judges of the courts of common pleas. The most serious duty of the sectional board is that of choosing teachers. All teachers must have certificates secured from normal schools, but with this the merit requirement ceases.

The sectional board is, however, something besides an educational committee; it is the first step in political preferment. The young man, with his future in view, cannot afford to quarrel with his ward "boss," even if he would. A member of a sectional board who "has ideas,"—that is, tries to work for the interests of the schools—soon goes back to private life.

An illustration of the powerlessness of the sectional board was furnished by one of the most conservative grammar school principals, who said:

"One day a director of my board came to me and said, 'You're going to have a vacancy.'

"Am I?" I asked in surprise.

"Yes, Miss — is going to be married, and Director A. has a girl for the place. She's coming to-night to see you; look her over."



"She came, and I did look her over. The next day the same director called on me and said, 'Well, what did you think of her?' Noticing my embarrassment he added with a chuckle, 'Here, you write your opinion on a sheet of paper and I'll do the same, and then we'll swap.'

"I wrote, 'She gives little promise.'

"He wrote, 'No good.' That night she was elected unanimously by the sectional board. Eleven directors had never seen the girl, the twelfth had confided in me that she was 'no good,' but the thirteenth, Director A., went to the ward 'boss' and said, 'There's a vacancy in —'s school; got anybody for it?' The ward 'boss' looked up his lists and found he hadn't promised the appointment to anyone else, so he gave it to Director A., and the board went thru the form of electing."

The politicians declare that since all teachers are certificated it makes no difference which one is taken. The following was given by another principal:

"Miss —, a teacher of experience, who had been endorsed by her superiors for good work, applied for a vacancy. She went to a director and showed her recommendations.

"Put 'em up! put 'em up! he exclaimed, 'What I want to know is who your backer is.'"

#### The Recent Assessment.

Altho in the last campaign the issue was certain, and even the majorities were ordered beforehand, the first general assessment of teachers was sent out. All the men and a few women received calls. The assessment was interpreted to his women subordinates by one man in the following way:

"It's your duty to pay this assessment. You owe your position to the party and its leaders. You owe it to yourself and to the men who got you your job to settle, particularly if you want to keep your place."

Another principal related with indignation a further example. Said he:

"My assistant came to me and showed me the notice.

"Shall I pay this?" he inquired.

"You just applied for a promotion, didn't you?"

"Yes, but I don't want to pay this. I don't believe in the system that reduces teachers to this position."

"Well of course, they may never look it up, then again they may. It would be safer to pay, but I won't advise you."

"My janitor and I went down together," said another.

"He paid 1 per cent. on \$840, and I paid 2 per cent. on my salary. You ask me why I paid. I do not doubt but that it seems to you moral cowardice, but many teachers reasoned it out as I did. Had I been young and independent, then I might have said 'go to!' As it was, I was old and had a family, and I paid. But when you ask me if this doesn't destroy the self-respect I must answer 'yes!' It puts merit out forever, and makes position depend upon payment."

"I will not discuss the system," said one of the highest officials in the educational field. "Not because I am a craven and a coward, but because I deem it better to get the best out of existing circumstances. The system is—ah—embarrassing, but I will not discuss it. I'll send you to a friend of mind; he'll understand."

Another was asked to name some of the wards in which politics ruled exclusively.

"I can't do it," was the frank answer. "I don't dare to. I'm afraid."

"You may say with perfect truth," said one principal "that every teacher in this city feels the growing power of politics, feels the degradation of his position, and realizes that the outlook is gloomy. It is true that as yet no one who refused to pay the assessment, and many did, has been punished by the loss of his position. What the effect would be if he tried for a promotion I cannot say. But there is no one who doesn't feel the tightening of the reins."

There is also a class of teachers, happily rare, who accept the situation and say: "I don't object to paying

\$30 or \$40 a year, provided I can get taken care of. I am willing to put up a percentage if I get an increase." Here, then, is the effect of the system on a teacher; it made him a ready lobbyist, prepared to go shares with politicians for an increase in salary. This furnishes a fitting commentary on the effect of the system on the teaching force.

#### The Effect.

"You can't too strongly emphasize the demoralization in some schools," said a principal. "First, the subordinate, knowing that her position comes from the 'boss,' not as the reward of good work, acts accordingly. The principal is in many instances without authority over his subordinates. Then the children scent the situation and recognize the principal's situation, and then you have discipline gone. And you will be surprised to know that politics even gets into cases of discipline. Then the system of choosing the teacher gives us frequently teachers who promise to be failures, instead of others who show promise. Every principal in the city is carrying deadwood, and sees poor teachers appointed and promoted for political reasons.

The effect upon the schools varies as the ward varies. There are wards in which political influence is as yet small, in which the directors of the sectional board are strong men and the schools are well run, but there is no ward in which the political influence is not increasing, and there are many in which it is absolute.

"Do we teachers feel the degradation of our position?" asked one teacher. "We can't fail to. But when you ask why we don't resist I tell you frankly that in the face of a public opinion which tolerates this condition we are powerless. We meet and discuss the condition among ourselves, but no man likes to draw down upon himself the concentrated wrath of the machine, as he would certainly do if he became conspicuous in any protest or resistance. There are men who refused to pay the assessment, and have so far suffered no injury. But no one knows how soon it will come, and they expect themselves that punishment will come."

"Let me tell you how I feel," said a principal, who has worked in the public school system of Philadelphia for many years. Said he:

"My many years of work have been years of earnest and faithful service in the cause of education. I have been often praised, never criticised, for my school. To-day twelve of the thirteen members of my sectional board are personal friends of mine, and the thirteenth is not hostile, and yet if—the ward boss) should say: '— must go,' I know my board would meet and unanimously dismiss me. Then, one by one, with genuine regret in their tones, they would come to me and say: 'We are sorry; we wouldn't have done it for worlds, but — said so and we had no choice. Do you wonder that I paid my assessment? Do you think I am likely to interfere with my teachers, who are appointed by the boss?'"

In the last analysis the teacher, the sectional director, the politician, and the citizen alike will say that public opinion is responsible for the present state of affairs. "If the people of Philadelphia, who have nothing to lose and all to gain by fighting the system in the public schools, submit," said one principal, "what can be expected of a teacher whose position is at stake?"

It is all a mistake about the lion on the steps of Old North, at Princeton, having been shattered thru the vandalism of students. The lion was broken apart accidentally, and so far as can be discovered no damage whatever has been done to the new gymnasium. The lions that guard the steps of Old North have been showing signs of age for some time. They were cast in sections, and the soldering became loosened by weather and wear. Both lions are to be brought to New York to be resoldered.

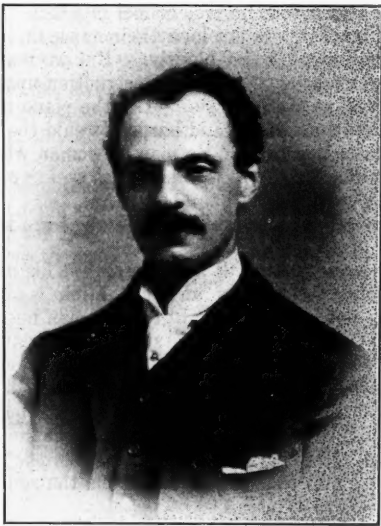
The thanks of THE SCHOOL JOURNAL is due to Mr. Albert S. Cook, Princeton, '95, for this correction.

The executive committee of the New York State Teachers' Association has decided to change the place for the July meeting from Ithaca to Cliff Haven, on Lake Champlain. While there would be very little likelihood of danger to the teachers from spending the first three days of July in Ithaca it is thought that some persons might be kept away from the meeting thru fear of possible typhoid infection. Invitations were received by the association from Niagara Falls, Utica, and Plattsburg.

The attractions of Cliff Haven, the home of the Champlain Summer school, were so great, however, that this beautiful spot was finally selected. The assembly grounds offer facility for the accommodation of the teachers, and board and lodging may be obtained at a uniform rate of \$1.50 a day.

President Thomas R. Kneil, of Saratoga, is preparing an exceptionally strong program, and it is expected that a large proportion of the teachers of the state will be present. The dates are July 1-3.

Mr. P. A. Barnett, M. A., late of Trinity college, Oxford, England, and formerly professor of English at University college, Sheffield, has been appointed superintendent of education in Natal, South Africa. American



P. A. Barnett, Supt. of Education, Maritzburg, Natal.

educators have long been familiar with Mr. Barnett's work in England, as well as with his writings on educational subjects. His books on "Common Sense in Education and Teaching," and "Teaching and Organization," published by Longmans, Green & Company, are widely known and used in all English-speaking countries.

Prof. Warren K. Moorehead, instructor in archeology and curator of the archeological museum at Phillips academy, Andover, has expressed the opinion that remains have been discovered in the Ozark mountains, Arkansas, which will have an important part in determining the relative age of man in America. Interest was aroused in this region by the discovery of arrowheads and bits of pottery which appeared older than the usual aboriginal remains, and more primitive.

The Rev. Dr. Rainsford has no patience with those of the clergy who would close school buildings on Sunday. "Last week," he said, "some citizens made a protest about the school buildings being open on Sunday for the purpose of giving the children a place for recreation for fear it would hurt the church service. The question is to find the space for the children, and if we keep the buildings closed on Sunday for fear of hurting the church, the sooner the churches close the better. If we have to drive people into our churches by depriving the children of the use of the school buildings on Sunday, I don't want any church."

## The Busy World.

The directors of the St. Louis Exposition have decided to establish a Western hall of fame, in which there will be statues of fifty of the men who distinguished themselves in the winning of the West. Among those who will be honored with statues are Coronado and DeSoto, representing the Spaniards; Verandrye, DuLuth, LaSalle, Hennepin, Marquette, and DesMoines of the French explorers; Boone, Bowie, Bridges, Breckenridge, Crockett, Carson, Clark, Fremont, Long, Macy, Ross, Pike, and Brigham Young among the pioneers.

The building which will contain these statues will have four doors opening to the four points of the compass to typify the four great gateways: St. Louis on the east, St. Paul on the north, Santa Fe on the south, and San Francisco on the west.

## Report of the Antarctic Expedition.

Reports from the British Antarctic ship, Discovery, show that this expedition has made great achievements in exploration. It has proved conclusively that the greater part of the Antarctic region is a vast continent, and the explorers have reached a point 100 miles farther south than any previous expedition.

The report of Captain Scott, of the Discovery, shows that the ship entered the ice in December, 1901. Winter quarters were established by March 24, 1902. The expedition wintered comfortably, the lowest temperature recorded being 62° below zero. Captain Scott, Dr. Wilson, and Lieutenant Shackleton traveled south by sledges, reaching land at a latitude of 82° 17', thus penetrating to the farthest recorded distance south. The journey was most trying. All the dogs died, and the men dragged the sledges back. The party found a new range of mountains from 10,000 to 12,000 feet high. The ice barrier apparently floats, and is fed slowly from the land ice.

Ascending a glacier on the mainland the party found a new range of mountains. At the height of 9,000 feet they reached a level plain, which was unbroken to the westward, to the horizon.

The scientific work of the expedition includes a rich collection of marine fauna, a large proportion being new species. Sea and magnetic observations were taken, as well as seismographics, records, and pendulum observations.

A large collection of skins and skeletons of southern seals and sea birds was made. A number of excellent photographs were secured and meteorological observations recorded. Extensive quartz and grit accumulations were found horizontally imbedded in volcanic rocks. Lava flows were found in frequently recurring plutonic rock, which forms the base of the mountains.

Sir James Ross's farthest southern record was 78° 4'. Borchgrevink's record was 78° 50', made in February, 1900.

## A Collection of Rats.

The scientists of the National museum at Washington are arranging the latest gift to that institution, a collection made by Surgeon Edgar Mearns, of the army, of rats from all parts of the world. The collection includes also chipmunks, squirrels, raccoons, minks, opossums, muskrats, and other examples of rodentia. There are rats from the tropics, from the Orient, from the far North, and of almost every known species. Some are water rats, some mountain rats, some field rats, and some tree rats. There are rats from mines, from ships, from factories, and from caves.

There are a number of peculiar specimens from Sumatra and the East Indies, several from the Philippines, and the edible variety from China. There are included in the collection hundreds of various kinds of mice, some of them extremely rare wood and field specimens.



### Extortion in Philadelphia.

The daily papers report that three school directors in the twenty-fifth sectional school board of Philadelphia have been found guilty of conspiracy in extorting money from teachers in payment for places. The maximum penalty is two years imprisonment and \$500 fine. The case was bitterly fought, politics entering into it to a large degree. It was once withdrawn because the jury had been tampered with, and during the recent trial one juror confessed that he had been approached by bribers. Many teachers testified to paying money to the accused men in return for places.

The lawyer for the defendants hopes to secure a new trial on a technicality in the indictments.

This is the first news of good hope for the school system of Philadelphia, which has come to us in many a day. When it became known that the teachers were required to pay regular assessments to a political machine in control of the municipality, the good people of the country were shocked. Philadelphia alone seemed to regard the "revelations" as matters of ordinary municipal routine not worth bothering about. If the present action is permitted to result in an object lesson of outraged public sentiment, the city will be the better for it. What kind of a municipal conscience must there be when the schools are left to the unholy purposes of politicians?

## THE SCHOOL JOURNAL.

NEW YORK, CHICAGO, and BOSTON.

Is a weekly journal of educational progress for superintendents, principals, school officials, leading teachers, and all others who desire a complete account of all the great movements in education. Established in 1870 it is in its 33rd year. Subscription price, \$2 a year. Like other professional journals THE SCHOOL JOURNAL is sent to subscribers until specially ordered to be discontinued and payment is made in full.

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## Letters.

### Enrichment of the National Life.

Your editorial article upon music in the public schools deserves more than passing notice, for it goes to the root of one of the worst faults of Americans. We are too materialistic, too concrete, too forcefully noisy, too unaware of each others' feelings, and too deaf to the voices of the spirit. Music is the soul's medicine for this disease of realism, this hardness of heart, this aloofness from divinity and fraternity. Many of us are altogether unconscious of the inefficiency of our sympathetic natures, and we hear that we are cold or callous or dense with a strange and indignant surprise.

Shall we hear music in our public schools? Why, even the district school has its weekly musicgathering in the winter evenings, and the children sing their songs and hymns in the mornings. And shall not we, of the towns and cities, do as well as they? Shall we not do far better as our opportunities are far greater?

For one, I am in favor of music at all seasons in the schools; the better its quality, the more general its instruction, the better for us all. Do I say, in favor of it? I would consider that no true school in which the youth and their teachers do not love their music and sing together happily and harmoniously. But we need better music than we have. We need instruction upon instruments as well as of the voice. Let the piano be subordinate to the flute, violin, and harp. Would the boys and girls enjoy such music? No man or woman who understands youth and has the advantage of seeing even vocal music fairly well taught can doubt this.

Thru music and art we of the schools are to enrich American life.

Many a man, in difficult affairs, has lost his mental or moral balance for want of an art. Mine is not music. Yours may not be painting. But every man needs an art for absorption in his hours of struggle, his days of distress, his weeks of despondency, his months of misery. He most needs an art or an artisanship who is most successful. Upon the man or the woman of power and character the burdens roll. He or she needs the strength that comes with the joy of an art. Music is chief among these arts that relieve and refine the soul.



View on University of Tennessee Farm, Knoxville, Tenn.—Courtesy of University of Tennessee Record.

The home, too, needs the music-trained youth. Such a person makes a better parent. A song-loving father and mother insure home-loving, home-helped children. A song is living thought from the heart of man.

No man who has the power himself to understand and appreciate music can hold any other opinion than this. The school needs music; the home needs it; the church needs it; American society needs it; all need it, because music is one of the delights and solaces of our human nature. Its mission is moral culture.

New Jersey.

W. E. C.



### Scholarship and Teaching.

In Superintendent Piatt's article on "Rational Methods with Decimals," in a recent issue of THE SCHOOL JOURNAL we have an instance of the power of scholarship in the class-room teacher.

If our schools lack thoroughness it is not because our teachers want sincerity and devotion, but because they need a deeper knowledge of subject matter, a more healthy assimilation of text-book facts. As we look about we observe normal schools in all parts of the country graduating young teachers trained in methods of imparting knowledge, but too often deficient in a thorough mastery of facts themselves.

When a class on the completion of decimals or any other topic displays a weak knowledge of that subject, it is largely owing to the superficial knowledge of the one who instructs, as water rises only to the level of its source.

Weak teachers we have, but happily in many cases they are among the growing teachers. They look to the supervisor for help and he must face the conditions by endeavoring to make poor teachers good teachers. To such teachers Superintendent Piatt has rendered a service by giving much needed instruction.

We often find that the decimal notation is little understood; the use of the decimal point much less. It is never impressed upon the pupil that the integral in form the decimal is a *fraction*. One teacher in our experience taught her pupils to call the decimal point "units" in the numeration, as if such an idea were possible. The pupils never for a moment thought they were studying *fractions*.

How different would the result have been, had the teacher begun with fundamental principles somewhat as follows: Direct the pupils to the constant law governing the local value of a figure, as, for example, in the number 11 or 222. They observe that the local value is increased ten-fold by each removal one place to the left, and decreased ten-fold by each removal one place to the right. Now if a figure is placed to the right of units' place it is observed that the value of the figure must be a fraction,—tenths, and if placed to the right of tenths the value must be hundredths, etc.

Later, the pupils are led to discover that some kind of a mark must be used in the expression, to show where the integers end and the decimal fractions begin, or in other words to distinguish the place of integers from the place of fractions. The teacher can show that any mark would serve this purpose, but customs has chosen the point. The idea that decimal fractions may be expressed by a different form of notation than that previously known, now dawns upon the pupil, and he also grasps the fact that the decimal point is simply a convenient mark used to separate the integers from the decimal fractions.

Leaving this subject without any further comment, let us proceed to a kindred one, that of percentage. How often we observe this subject taught thru a vague knowledge of mechanical book formulas, viz.: "Base multiplied by rate equals percentage"; "Percentage divided by base equals rate," etc.

It impresses one as being inconsistent and irrational not to appreciate the fact that the study of percentage

is a recalling of decimal fractions in a wider and more varied application. With a meager knowledge of Latin the teacher comprehends the fact that the phrase *per centum* or its abbreviated form, *per cent.* freely translated means relating to "hundred" and that 28 per cent. is the Latin form for 28 hundredths. By further illustration and example the pupil realizes that his experience in approaching this unfamiliar field of study is not altogether new. He finds that he is not making a "tremendous leap," but is about to pursue the familiar subject of decimals,—a special study of hundredths in various applications. He sees that percentage is a subject which treats of hundredths, the decimal fraction so widely employed in the business world.

By observation the pupil has been led to get the real meaning of the subject of percentage. It is clear then that this subject should be taught as fractions and thru the pupil's knowledge of decimal fractions. Yet when a teacher's knowledge is only at par with book definitions the results obtained are sad and confusing.

Again, much superficial work is done in the subject of denominate numbers. Take for illustration square measure. The pupil on completing the subject is often unaware that he has been studying a measure of *surface*. He is confused with the idea of "how long," "how far," etc. In the presentation of the subject the word *surface* is perhaps never mentioned when the idea should be emphasized that the measure is best understood by the term "*surface measure*," rather than by the ambiguous expression,—square measure. The fact that the unit of measurement employed in surface measure is always a square surface, if directed to the attention of the pupil, will at once suggest to him its book name,—square measure.

We will sit and listen in recitation as the work proceeds. In response to the question, what is area, comes the ready reply, "Length multiplied by width." We hear that "feet multiplied by feet equals square feet," "yards times yards are square yards," etc. And if the word *surface* is heard in the class instruction and drill, it falls from the lips under the description of "length multiplied by width," without discrimination.

Let *scholarship* now come to the rescue and set the pupil aright in the acquisition and assimilation of clear distinguishing ideas. Then test the class and we shall find that "surface is the outside part of anything,"—a fact as true in arithmetic as in geography; that area is the *quantity* or amount of surface; and that feet multiplied by feet do not give square feet as a result, since it is absurd and in violation of all mathematical principles of reasoning.

The scholarly teacher would have developed the subject of area with intelligence and power. At the outset the underlying principles of multiplication are reviewed. The process of multiplication is employed in computing areas, and the associated truths which have been established hold fast and are observed. Square feet or square yards as a concrete product infers a multiplication of similar nature and that the multiplier be abstract. That the numerical value of the product of length and width corresponds to the numerical value of area is taught as a *business method*, but short cut processes *alone*, always imply superficial knowledge of the subject.

Experience multiplies examples of superficial work found in almost every grammar grade subject. In the subject of grammar we have only to turn to case, transitive verbs, etc., for the presentation of much irrational and we may say erroneous work in the class-room.

Truly the great teacher is the great scholar. Text-books are but helps, the source of our material,—material to be organized and properly assimilated. Scholarship is power, it is skill, it is efficiency itself. Get it we must if *thoroughness* is to be attained or any high degree of success is to be achieved.

Paterson, N. J.

F. C. CASSIDY.

If you are scrofulous, dyspeptic, rheumatic, troubled with kidney complaint, general debility, lacking strength, take Hood's Sarsaparilla



## The Educational Outlook.

### The Battle at Albany.

During the past week there has been considerable activity at Albany. The first move was made by Senator Elon R. Brown with an amendment to his unification bill, providing for a bi-partisan board of regents. This amendment was at once denounced by the Democrats in the legislature as an attempt to win over their votes, altho in reality its underlying purpose was to perpetuate the control of the common school system of the state by the present superintendent of public instruction.

The senate committee on education held a hearing on what is now known as the first Stevens bill, which abolishes the office of state superintendent and gives his powers to the board of regents. A large number of the regents spoke on the bill, as did Superintendent Skinner and his deputy Mr. Ainsworth. It was generally reported that the regents offered at this hearing to compromise with Mr. Skinner, but that the latter refused all such overtures. This was flatly denied by the state superintendent in a published interview.

On the day following the hearing Senator Stevens introduced two bills for the unification of the educational departments of the state along lines suggested by Regent St. Clair McKelway. These bills contain concessions to State Superintendent Skinner, principal among which is the provision that the department of public instruction remain intact, but shall be a department of the university.

One bill eliminates the provision that there shall be nineteen regents, and provides that its corporate powers shall be exercised by its elective regents, and by the governor, lieutenant governor, and secretary of state, who shall be ex-officio regents. After the number of regents now in office shall be reduced to eleven and further vacancy shall be filled by the legislature, the regents thus elected are to serve for fourteen years.

The second bill continues the office of superintendent of public instruction and provides that he shall be elected and hold office during the pleasure and under the control of the regents. The department of public instruction is to be a department of the university. The bill also provides that the superintendent may be removed and a successor elected at the pleasure of the regents, but in the case of removal of the present superintendent or his deputies they shall receive their salaries until April 17, 1904.

State Supt. Charles R. Skinner says this with reference to the bills:

"The Stevens bill does not unify the state educational work. Under its provisions private schools will still remain under the board of regents, which board will retain partial supervision over a portion of the public schools. Hence there will not only be the present evil of the two educational systems, but there will be the added evil that the public school system will be split in two.

"It takes from the people all voice in the selection of a state superintendent of public instruction, perpetuates existing evils, intensified by the interference of the regents by a power of passing ordinances and by-laws, hampering and restricting a superintendent in the exercise of the functions of his office."

The regents issued a statement on their part which said: "If these bills shall quiet opposition and unite the contending forces in favor of such genuine unification, it is expected that they will be generally approved. But if the opposition to unification shall not be satisfied with the proffered concessions the original Stevens bill will probably be pressed for passage."

A delegation of Catholics has conferred with Governor Odell, declaring that the Catholic church is in favor of the unification of the educational system of the state under the board of regents. Ex-District Attorney Eugene A. Philbin, of New York city, acted as spokesman for the delegation of bishops. "The Catholic church," said Mr. Philbin, "favors educational unification as this is the best way to keep the schools out of politics. The church believes that the board of regents is the proper body to control the educational interests of the state. The church desires no particular advantage.

"The Brown bill, which creates a board of education to appoint the superintendent of public instruction, is objectionable. While giving the board the powers of appointment it is so restricted that the board could not make any rules that would abrogate the powers and duties now vested in the superintendent. The outline of the Brown bill is political and that feature is particularly objectionable." It is understood that the Catholics charge Superintendent Skinner with being biased by religious prejudices in the conduct of his office, and for this reason they would prefer to have the department of education abolished and the regents given control.



PRIN. WAITE A. SHOEMAKER,  
of the State Normal School, St. Cloud,  
Minn., who succeeded Prin. George  
R. Kleeberger.

### Eastern Art Teachers.

The program for the fifth annual session of the Eastern Art Teachers' Association has been provisionally announced as follows: Frank A. Parsons, of Teachers college, "Definite Art Principles: Statement,--Rationale,--Applications;" Supervisor F. H. Daniels, Springfield, Mass., "The Drawing of a Leaf;" State Supervisor of Industrial Art, Henry T. Bailey, of Massachusetts, "The Method in Constructive Design;" Stella Skinner, New Paltz State Normal school, "Art as Applying the Element of Beauty to the Uses of Life: the Home;" Annette J. Warner, Fitchburg Normal school, "Art Study for Its Own Sake;" Dr. James Parton Haney, of New York, "The Propaganda of the Arts;" Supervisor James Hall, Newark, N. J., "The Work of the Council."

Robert G. Weyh will represent the School Crafts Club of New York. Dr. Ira Remsen, president of Johns Hopkins university, has consented to welcome the association, and Dr. George Lansing Raymond, of Princeton, will deliver the opening address on "The Place of Esthetics

in Human Life." Prof. Charles R. Richards and Louis G. Monté, of Teachers college, and Mrs. S. E. W. Fuller, supervisor of drawing in Washington, D. C., have promised to open debates.

### The South.

The school board of Norfolk, Va., requires individual drinking cups for the use of the public school children. This action has necessitated the purchase of about 5,000 cups for the schools.

Dr. D. K. Pearsons, of Chicago, has offered to give \$50,000 to Rollins college, Winter Park, Florida, provided the institution raises an additional \$50,000.

COLUMBIA, S. C.—In the northern part of Edgefield county, a negro academy supported by Northern money, and in which Northern white teachers are assistants under a colored principal, was burned March 27. The fire was incendiary and is considered as an incident in the race war.

The sixth annual session of the summer schools of the University of Texas will begin June 11, to close July 24. The university authorities annually give the use of the buildings, laboratories, libraries, museums, and lecture-rooms of the institution to the teachers of Texas.

The faculty for the present session numbers twenty-two. College courses will be offered in several branches. The normal school of the university will give instruction in all branches required for first-grade and permanent certificates.

### New Industrial School for Negroes.

The St. Augustine Industrial institute at Moultrie, Fla., was formerly opened on March 11. This industrial school is for the benefit of the negroes, and its plan of education will resemble that in force at Tuskegee. The school has forty acres of land and a large two-story building for the school proper. There are buildings where the various trades will be taught, as well as stables and barns. It is worthy of note that the equipment was furnished by the colored people who are interested in the institution.

In describing the purposes of the school, Principal Elliott says: "By precept and example we shall aim to stamp upon the child mind the golden principles of an upright life, instilling a love for truth and a desire to practice it at all times, cultivating habits of honesty so assiduously that such will become a fixed habit."

### No Successor to Dr. Curry Elected.

The special committee of the George Peabody Trust fund, appointed to select a successor to the late Dr. J. L. M. Curry, as general agent, decided, at a recent meeting, to defer action until the annual meeting in October. After the meeting, Dr. Samuel A. Green, the secretary, said:

"The Peabody fund was created in 1867 by the late George Peabody. One-third of the amount was in Florida and Mississippi bonds, which were subsequently repudiated, but the trustees have on hand about \$2,100,000. The trustees have the right to terminate the trust fund at the end of thirty years. There has been an idea that some action might be taken in that direction at this meeting, but the matter was not even discussed.

"The affairs of the college are in a satisfactory condition and there are no changes or departures of any kind to announce. We have decided to leave Dr. Curry's former assistant in control until October anyway."

## The Metropolitan District.

At its last monthly meeting the local school board for the third district of New York city decided to take steps to have the board of superintendents lengthen the time of recess for the youngest children. The present time, ten minutes, is considered entirely too short.

It was resolved at the same meeting that the repainting of school buildings during the summer was a necessity, and should be insisted upon for its beneficial effect on the neighborhood. The board will, in the future, appoint as assistants to principals such persons as can act as interpreters between the principal and a majority of the foreign element.

A bill has been introduced in the state legislature, providing that a school principal may not be transferred from one borough to another without his consent. The bill also provides that principals and teachers under charges may summon witnesses to testify in their behalf.

The next regular meeting of the New York Schoolmasters' Club will be held at the "St. Denis," Saturday evening, April 11. The address of the evening will be by F. G. Ireland, chief examiner of the municipal civil service commission, on "The Municipal Civil Service: Its Aims and Practical Working." The discussion will be opened by Alderman J. H. McInnes.

The regular meeting of the New York Educational Council will be held in Law Room No. 1, New York university, Washington Square, Saturday, April 18, 1903, at 10:30 A.M. "The Feminization of the Teaching Force" will be the subject of an address by Prof. Welland Hendrick, of the New York Teachers' Training school. The discussion will be led by Associate Supt. Edward L. Stevens, New York city; Supt. S. R. Shear, Kingston, N. Y.; Prin. Thomas O. Baker, Brooklyn. The usual lunch will be enjoyed at the Hotel Albert. C. E. M.

The Armstrong association will hold what promises to be a notable meeting for the discussion of the work of Booker T. Washington, and the uplifting of the negro thru industrial training, at the Madison Square Garden Concert Hall on the evening of Tuesday, April 14. Ex-President Cleveland has agreed to preside. Mr. Washington will make the principal address, but other speeches will be made by Edgar Gardner Murphy, of Alabama, executive secretary of the Southern Education Board; the Rev. Dr. Lyman Abbott, and W. H. Baldwin, Jr. Thru the courtesy of the Hampton institute, the singing of melodies by the Hampton quartette will also be a feature of the program.

Upon recommendation of the by-law committee, the board of education has decided not to make any change in the present by-law relative to deductions for absences.

The salaries of the directors of kindergartens have been increased from \$2,500 to \$2,700, and the age limit for women assistants to the principals has been extended to fifty years.

The board of education has requested the department of health to establish sub-stations in convenient neighborhoods throughout the city, in order that it may not be necessary for parents to visit the central office of the health department for permits for children to return to school after recovery from contagious diseases.

Superintendent Elgas has requested the principals of the evening schools to send in requisitions for supplies for next year before the end of June. It is hoped that everything connected with the opening of the schools may be arranged before September.

The board of education has received an offer from a private school on the Hudson to furnish wild flowers to some of the New York schools.

Prin. Frederick W. Mar, P. S. No. 6, Brooklyn, has been transferred to P. S. No. 25, to fill the vacancy caused by the death of Principal Tuthill. Clara C. Calkins, of the Girls' High school, and Mary C. Berger, of P. S. No. 3, have been respectively appointed principals of P. S. Nos. 6 and 117, Brooklyn.

The following teachers have been retired at their own request: Alice K. Douglass, principal of No. 55, Brooklyn; Amy C. Mason, No. 19, Brooklyn; and Frank R. Graftan, No. 56, Manhattan.

A series of talks to mothers is being arranged at P. S. No. 168 by Miss Francis, the principal, and Miss Wadley, the nurse in charge of the school. The motive for this movement is to reach apathetic mothers and show them what to do for their children's physical welfare, and to encourage them under adverse conditions.

The Brooklyn principals have forwarded to the board of superintendents a number of recommendations relative to changes in the rules governing excuses for absence from school. More important among them are the provisions that applications for a refund shall be treated each on its own merits; that principals, superiors, and teachers shall be allowed leave of absence, with pay, not exceeding fifteen days each year, for sickness; that absence not exceeding five days, on account of death in the family, shall be excused; and that pay shall not be deducted for absence because of non-attendance at examinations or upon requirements of court or quarantine.

The society of the Sons of the Revolution has offered to award a gold medal, of the value of \$75, in order to promote dramatic composition at Columbia university. One of the conditions of the award will be that the plays written in competition deal with some incident of the Revolutionary war with which King's college was connected.

At the spring meeting of the department of pedagogy of the Catholic Summer School of America, the Rev. Dr. M. J. Lavelle, president of the school, gave the Methodists of America great praise for starting the summer school idea. The plan was first discussed among Roman Catholics, he stated, only twelve years ago, but the summer school at Lake Champlain has already an equipment worth more than half a million dollars and it instructed 6,000 students last summer. He hoped to increase the annual attendance to 10,000 within a few years.

City Superintendent Maxwell praised the work of the summer school for the effect it has had on the teachers of the city.

Notice has been sent to all teachers in the evening schools, who have taught English to foreigners, that they will be required to take an examination for a license to teach next season. A number of teachers object, but the board of examiners will insist even upon the re-examination of those who hold licenses issued prior to the time the revised charter went into effect.

Commissioner Jacob W. Mack has donated a large number of pictures to the schools in the Eleventh district, of which he is the board member, and Nos. 77, 13, 7, 20, and 50, East Side schools in which he has taken particular interest. Among the more important subjects of these pictures are: "Off to the Fair," Fred

Morgan; "Inspiration," E. Gelli; "A Day on the River," Yeend King; "Happy Hours," M. Goodman; "Une Perquisition," Jules Girardet; "Ville d'Avray," C. Corot; "Van Dyck," portrait; "Girl at Spinning Wheel," Millet; "The Dying Day," E. Stanton; "Solitude," Charles D'Aubigny; "Gouda," H. Cassiers, and "The Cavalier," F. Vinea.

The by-law committee of the board of education has declared the proposed pension legislation unsatisfactory. The principal objection made was that it did not provide for turning the money deducted for absences into the retirement fund.

The pension bill now before the legislature is meeting with general approval. The board of superintendents has endorsed the bill, as have also various members of the board of education. Chairman Lyman Best, of the legislative committees of the Brooklyn Principals' and Brooklyn Teachers' associations, has, on behalf of these associations, written an appeal to the by-law committee of the board of education, urging favorable action on the bill. The communication points out that the present law is insufficient to meet the demands of the ever-increasing number of annuitants, while the requirement that the board of education must make up any deficit by imposing fines upon absent teachers is working a hardship. The appeal approves the plan of retaining the excise moneys as doing away with the necessity of fines, but favors giving the board power to deduct a certain percentage monthly from superintendents as well as principals and teachers.

The local school board of the forty-fourth district, New York, has recommended that the grounds around the schools of the district be improved. Additions to a number of the school buildings are requested. The board laid particular emphasis upon the necessity of making provisions for crossing the railroad tracks at P. S. No. 66. The tracks are close to the school and the board asks that a grade crossing with a flagman be provided, until an extension of the street can be made under the tracks.

The American Electrochemical society will hold its third general meeting in New York on April 16, 17, and 18. Visits have been arranged to the following points: Columbia university, Crocker-Wheeler Electric Company, Cooper Union, Sawyer-Mann Electric Company and the power houses in the vicinity. The society was founded in April of last year, and now has five hundred members. It was organized to promote the interests of theoretical and applied electrochemistry and electrometallurgy. Its membership includes most of the prominent engineers and electrochemists in this country.

Dr. Watson Lewis Savage, who has served as director of the gymnasium at Columbia university since 1896, has resigned and will leave his position in the fall.

Associate Supt. Clarence Meleney has been completely re-organizing the truant system. He has been assisted in this work by Dr. Maxwell and the board of superintendents. Special attention is being paid to seeking the co-operation of citizens.

Dr. Maxwell has given out the following interview on this subject.

From the nature of the questions asked by large numbers of persons, it is apparent that there are many citizens who do not understand the workings of the compulsory education department. Not a few people have communicated with



## Educational New England.

this office with regard to children who are not in school, but almost invariably these complainants refuse to give their names, because they fear that they will be dragged into publicity or made to serve as witnesses. It should be needless for me to say that the truancy department under no circumstances reveals the identity of a citizen who calls to the attention of this department a parent or employer who is violating the law requiring the attendance of a child in school.

Our attendance officers use the original information simply as a clue, and investigate the case themselves and secure all needful evidence. The only way by which we can obtain information of violations of the law in a certain class of cases is thru citizens who take enough interest in the state to see that children are given a proper education. When such a person informs this office that a certain child is not in school but at work, his communication is regarded as confidential. The department, in fact, solicits such information, and will undertake solemnly to live up to its agreement not to divulge the identity of informants.

## Reform in the Play Centers.

The local school board of the fourth district has forwarded to the special schools committee of the board of education a complete report upon the evening play centers in the district, with recommendations for improvement. The report reads:

"The loud, noisy playgrounds, where boys are permitted to dispute over their games in unrestrained voices, the jostling, pushing, and yelling of the frequenters of the play centers have nothing either of a refining or educational feature. While we are desirous to offer to the growing youth the opportunities of a pleasant surrounding and legitimate enjoyment, to counteract the bad influence of the street, we certainly must offer them attractive and elevating substitutes.

This we might do by freely distributing games and books during their stay in the club centers, but this privilege should be granted under the express rule that decent behavior, low speech, and self-control are essential, else the privilege be withdrawn. Also that cleanliness of hands, face, and speech be required. This feature seems to have been entirely neglected in our evening centers; and as they are to be, above all, a social influence, it seems certainly necessary to insist upon proper demeanor.

"The anxiety to get a large attendance, to make a good report of numbers, has led to the play center's demoralization more than anything else.

"We would first recommend that the playgrounds of such schools as are used for play centers be equipped so as to speak for themselves, and show their purpose, a place for physical and intellectual enjoyment. Above all, one or two good pictures should be put on the wall, and the books to be distributed placed on shelves in full view of the audience. A proper and dignified platform and a desk for the person in charge are necessary to give the place the proper refining atmosphere.

"The main fault lies in the lack of proper executive supervision of these centers. We are convinced that, instead of the many employees we have at present, one person accustomed to exercise control over young people in the day time, perhaps a competent day school principal, with two or three assistants, can make a change there. Such a person should have the power to determine just what may be of value to introduce in each particular play center, as in evening and day school work. Conditions govern localities, and the needs vary according to environments."

WESTERLY, R. I.—Supt. William H. Holmes, of Upton and Grafton, Mass., has been elected superintendent in this city at an increased salary. He has been in his present position for three years.

The Connecticut legislature has under consideration a law to aid the country schools, which in many places are in a very backward condition. The bill provides that the state shall give such towns as have less than \$500,000 taxable property, a direct appropriation sufficient to enable them to use \$25 for each pupil in the schools. It further provides that this shall be used only for teachers' salaries. The advocates of the measure claim that in this way the schools can be raised to the proper standard.

WORCESTER, MASS.—A decree has been handed down by the probate court in the petition in equity filed by the executors of the will of Jonas G. Clark, relating to bequests to Clark university. As a result, nearly \$2,000,000 will be paid over to the trustees of the university, if there is no appeal within thirty days.

Mr. Leslie C. Wells, now an instructor in Tufts college, has been appointed instructor in French in the college of Clark university. This is the first addition to its faculty since the opening of the college.

CAMBRIDGE, MASS.—Harvard university has received a gift of upwards of \$10,000, to establish a lectureship in memory of the late Edwin L. Godkin, a member of the class of 1871. The administration of the fund is left entirely to the university, but there must be at least one lecture each year. The general subject of the lectures is to be "The Essentials of Free Government and the Duties of the Citizen."

By the will of the late Arioeh Wentworth, of Boston, the bulk of his property, estimated at \$7,000,000, is to be applied to the foundation and maintenance of an industrial school in Boston.

Mr. Henry A. Tirrell, one of the faculty of the Norwich, Conn., Free academy, has been appointed acting principal to succeed Dr. Robert P. Keep.

An anonymous gift of \$50,000 has been announced at Harvard university for the new hall of philosophy, to be called Emerson hall. Of the necessary \$150,000, about \$65,000 have already been raised, and a further sum of \$10,000 has been promised on the condition that the money be raised by May 24, Emerson's birthday. One object of the proposed building will be to carry out the work of social philosophy now conducted under the direction of Professor Peabody, and a second is to provide opportunities for psychological research.

STOUGHTON, MASS.—The new high school is now ready for occupancy, and it is worthy of note that it has been completed for a sum within the amount appropriated. While it is a wooden building, it is in every way up-to-date and furnishes ample accommodations for the school. The main room is in the second story, with recitation rooms. On the first floor there is a room for the upper grade of the grammar school, and also two fine laboratories, with every needed appliance, one for physics and the other for chemistry.

NEWTON, MASS.—The West Newton English and Classical school, commonly known as the Allen school, has just entered larger and more commodious quarters. The opening exercises were attended by some three hundred of the former pupils of the school, and addresses were made by Mayor John W. Weeks, Dean Briggs of Harvard, and Mr. H. F.

Bailey, agent of the state board of education. Mr. N. T. Allen, the founder of the school, last week celebrated his golden wedding.

Julia Fox, a seventeen-year-old high school girl of Derby, Conn., was recently stricken blind while taking an examination. She may eventually regain her sight as she can distinguish light from darkness with one eye. Overstudy is said to have caused the blindness.

Dr. Edwin H. Hughes, of Boston, has been elected president of Depauw university, Indiana, and has signified his intention of accepting.

WORCESTER, MASS.—Miss Florence D. Shepherd, instructor in German in the high school here, has resigned to accept a position as teacher of German in the Girls' Technical High school, New York city.

BOSTON, MASS.—Mr. Robert E. Bruce, now teaching in Pomona college, Claremont, Cal., has been appointed instructor in mathematics in Boston university and will begin his work next term.

Robert N. Baker, of Worcester, Mass., and John B. Kennerson, of Roxbury, Mass., both freshmen at Dartmouth college, were drowned in the Connecticut river while canoeing on March 29.

## Archeology at Andover.

ANDOVER, MASS.—The new building for the department of archeology in Phillips academy was dedicated on March 28. This is an event of marked interest since the establishing of such a department in a secondary school is a new departure in education. Hitherto all boys interested in relics have been allowed to forage at will among the various repositories of the past. Now this famous academy will attempt so to guide those interested as to enable them to search with skill for any relics that may be found and rightly interpret the meaning of what they secure. Prof. F. W. Putnam, of Harvard university, one of the most noted archeologists of the country, made the opening address, and short addresses were made by Pres. Charles O. Day, of the Theological seminary; Dr. Charles Peabody, of Harvard, who is the honorary director of the museum, and Vice-Principal A. E. Stearns. This was followed by a reception in the building.

The director, and the curator of the museum, Dr. Warren K. Moorehead, have been at work for several years making the collection, and so arranging the material as to render the exhibit directly instructive. The result has been that the 48,000 specimens there gathered give the finest and most complete history of prehistoric America of any collection in the country. Arizona has given the largest returns of any section yet studied.

The building stands at the corner of Main and Phillips streets, is two stories high, with an imposing front entrance which leads to a hall on the second floor. On this floor are the exhibition rooms, with the offices of the curator and the director in the rear.

## Three-Year Course at Yale.

Yale university has announced the details of a scheme whereby well-prepared students may be enabled to secure the A. B. degree in three years. The object of the course is to encourage students to specialize in one branch while at the same time they continue their studies in two minor subjects. The whole list of courses is divided into three sections: language and literature; mathematics and natural and physical sciences; philosophy, history and the social sciences. Each student must take at least fourteen hours of connected courses

n one of these divisions during three years, and at least fifteen hours of connected courses in the other two divisions during two years. Thus the students who take up the three-year course will be required to devote twenty hours a week to classroom work.

## Chicago and Thereabout.

The Chicago Teachers' Federation has taken a secret ballot by mail of all the teachers in the city in regard to the education bill prepared by President Mark, of the board of education. The vote stands 3,342 opposed to 137 in favor.

The Burr and O'Toole schools of Chicago are to have vegetable gardens. These will be a part of their equipment as vacation schools.

The pupils of the Bowen school, Chicago, are carrying on an interesting correspondence as a part of their regular school work. Each week the children write letters to pupils in the schools of Piddig, in the island of Luzon, and the Piddig children write to those in Chicago. The letters describe the city schools, customs, teachers, the work and play, the rivers and other physical characteristics of the localities. Pen pictures are drawn or some bit of history is related. This work has proved valuable in stimulating interest in both schools and it is exceedingly instructive to all concerned.

The Chicago board of education is contemplating the segregation of the mentally weak children in the public schools. A number of rooms are to be fitted up in different schools where instruction will be given such children, according to their capacity for learning. Several pathetic cases have recently developed in the various schools. Miss McCowen, supervisor of the deaf, Assistant Superintendent Roberts, and an expert from the child study department have been appointed to devise a plan for the proper care of these deficient children.

Considerable public criticism has resulted from the proposal of the Chicago board of education to abolish the class for crippled children in the Tilden school, in order to provide opportunities for a cooking school. Supt. E. G. Cooley favors this suggestion, as he believes that the cripples should attend school with the other children.

If the school board continues derelict in its duty to the crippled children," said a prominent citizen, "and fails to provide suitable accommodations for them, private individuals will be compelled to

take hold of the matter. While it is a good thing to teach the art of cooking, the crippled children should not be ejected from school to provide a cook-room.

Several Chicago teachers are waging war against the rules of the board of education governing kindergartners, on the ground that these favor outside teachers. The rules concerning certificates for teachers of kindergartens are:

An education equivalent to that indicated by the public school course in Chicago.

A diploma from an accredited kindergarten training school.

Two years' successful experience as a regularly assigned kindergarten teacher.

This third requirement is the one that has caused the trouble. The teachers want to know how this experience can be gained by Chicago women.

Superintendent Cooley does not want kindergartners admitted as teachers directly from the training school. It seems likely that some compromise will be made which will end the controversy.

## President Roosevelt in Chicago.

During his recent trip thru Illinois, President Roosevelt made visits to Northwestern and Chicago universities. At Evanston the presidential party made its way thru lanes of school children and university students to the steps of Lunt library, where President James, of the university, made an address of welcome.

In response President Roosevelt spoke of the value of a college education. "The better your training," he said, "the better the work you can do. We have no room for the idler—the man who wishes to live a comfortable life—and if a man has not the right spirit in him, if he goes from this or any other university feeling that his education puts him in a special class, he will fail. But if he feels that he has received special advantage to succeed in this life and proceeds vigorously with that special advantage in reserve, he will succeed."

The president spoke of athletic sports, and stamped his approval upon their value. Intellectual supremacy, he said, was good. Physical prowess was desirable, but better than all, and without which none could succeed, was upright character.

At the University of Chicago, escorted by 250 professors and 3,000 students of the university and Morgan Park academy, President Roosevelt entered Kent theater, where President Harper conferred upon him the degree of LL. D. Dr. Henry Pratt Judson, of the department of political science, delivered a short address on "Leadership in Democ-

racy." Then Dr. Harper invested the president with the cap and gown.

The academic procession then proceeded to the site of the new law school building, where President Roosevelt laid the cornerstone after Dr. Harper had delivered a short introductory address.

## Teachers' Protective Association.

The teachers of Racine, Wis., have been constantly annoyed of late by receiving anonymous letters threatening them with bodily injury unless they resign. A teacher in the Lincoln school has resigned thru fear. She had whipped a boy and his parents claimed that he received internal injuries. There has been considerable sharp criticism in the city over the case of a boy who died of brain fever. The critics alleged that the illness was caused by the teacher's hitting the boy over the head with a book. Charges were preferred against the teacher, but the board of education exonerated her, as no one could testify that she did hit the boy.

As a result of these and other rumors two hundred of the principals and teachers of the public schools have appointed a committee of three principals to perfect plans for an association, to protect all the teachers from libelous articles and attacks. Each member will pay a certain amount into the treasury, which will be used when libelous articles are printed or circulated regarding any member, to get damages.

## Recent Deaths.

Charles F. Babcock, for forty-two years principal of the Holden school in Chicago, died on March 21. He was born in Sherbourne, Mass., in 1833, and was educated at the Bristol Military academy. He became a principal in the Chicago schools in 1861, and retained his position until the day of his death.

Prin. William B. Friedburg, of Public School No 19, New York, died on April 1. He was graduated from the City college in 1873, and subsequently gained the degree of LL. B. Three years after graduation he became a teacher, and in 1890 was appointed principal of P. S. No. 10. Later he was at P. S. No. 95, and was finally transferred to No. 19.

Anson O. Kittredge, professor of theoretical and practical accounting in the School of Commerce, Accounts, and Finance of New York university, died on March 28. It was largely thru his influence that the regents' degree for accountants was established.

## NOT OUR FAULT if you lose a good September place by delay. No room to list all the positions.

Here are samples: Six \$500 primary places in one town. Commercial High School man, \$1,000. Commercial woman assistant, no shorthand, \$800. Two college men in one High School, \$750 each. Several grade teachers fit for model work in New England Normal Schools for high grade schools near New York at \$600 or more per year. Several department places in graded schools for women. Principalships and superintendencies for men—good places are coming in this year. In general, places for Manual Training, Drawing, Domestic Science, Commercial Work, Physical Culture, Science, Music, Art, Kindergarten, Grade positions, High School and College positions, are being sent us to fill for September, 1903.

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## Michigan, My Michigan.

Principal Arbaugh, of the Ypsilanti, Mich., high school, has been elected superintendent of schools of that city to succeed the late Supt. Austin George. Mr. Ross, science teacher in the high school for some years, becomes principal of the high school.

Senator Alger, of Michigan, has announced that he will give \$75 a year to provide medals for the six honor men who represent the University of Michigan in the annual debating contests.

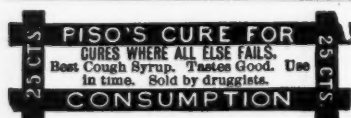
It is rumored that the University of Michigan will, as soon as practicable, take steps to shorten the college course for the A. B. degree to three years. At the present time the attitude of the faculty is that a four-year course is desirable for a person who does not intend to take up a professional course, but such as do intend to take such a course should be allowed to reduce the college course so as to complete their training in six years.

Herbert S. Jennings, assistant professor of zoology in the University of Michigan, has been offered a fellowship by the Carnegie institution. The fellowship includes a table at the zoological station at Naples, Italy, and \$1,000 for research.

A high standard of scholarship is demanded at Albion, Mich., college. At the close of the recent term ten students were dropped and twenty-three more were warned that their work for the next term must show improvement if they desired to continue as students.

The following officers were elected at the recent session of the Michigan Academy of Science: President, Frederick C. Newcome, Ann Arbor; secretary, J. P. Pollock, Ann Arbor; treasurer, Hulbert L. Clark, Oliver.

The Michigan Schoolmasters' Club has elected the following officers for the coming year: President, B. L. D'Ooge, Ypsilanti; secretary, Louis P. Joslyn,



Ann Arbor; treasurer, John P. Everett, Pontiac. The next annual meeting will be held at Ypsilanti.

## Educational Press Association of America.

March 1, 1903.

President, C. W. Bardeen, Syracuse.  
Vice-President, C. M. Parker, Taylorsville, Ill.

Secretary, Harlan P. French, Albany.  
Treasurer, John MacDonald, Topeka, Kans.

Executive Committee, O. T. Corson, Columbus, Ohio; Ossian H. Lang, New York, N. Y.

The following journals constitute the Educational Press Association of America:

American Education, Albany, N. Y.  
American Journal of Education, Milwaukee, Wis.

American Primary Teacher, Boston.  
American School Board Journal, Milwaukee, Wis.

Canadian Teacher, Toronto.  
Colorado School Journal, Denver.  
Education, Boston, Mass.

Educator-Journal, Indianapolis, Ind.  
Florida School Exponent, Jacksonville.  
Journal of Education, Boston, Mass.

Louisiana School Review, Natchitoches.  
Missouri School Journal, Jefferson City.  
Michigan School Moderator, Lansing.

Midland Schools, Des Moines, Iowa.  
Mississippi School Journal, Jackson.  
Nebraska Teacher, Lincoln, Neb.

Ohio Educational Monthly, Columbus.  
Pennsylvania School Journal, Lancaster.

Popular Educator, Boston, Mass.  
Primary School, New York, N. Y.  
Primary Education, Boston, Mass.

School and Home Education, Bloomington, Ill.  
School Bulletin, Syracuse, N. Y.

School Journal, New York, N. Y.  
School Education, Minneapolis, Minn.  
School News and Practical Educator, Taylorville, Ill.

Southern School Journal, Lexington.  
Teachers' Institute, New York, N. Y.  
Texas School Journal, Austin.

Virginia School Journal, Richmond.  
Western School Journal, Topeka, Kans.  
Western Teacher, Milwaukee, Wis.

Wisconsin Journal of Education, Milwaukee.

## The Burton Holmes' Lectures.

The lectures this year have been very popular. Mr. Holmes is in fine voice and very entertaining. On March 19 and 20, Sweden was the subject and was made very interesting with handsome views; the motion pictures were remarkably good. Mr. Holmes possesses a great fund of valuable and interesting information which he tells entertainingly so that the hearer feels almost as tho he had really visited the scenes described. No one can attend these without real profit and pleasure.

## Spring Medicine

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Seaboard Air Line trains leave New York at 2:10 P. M. except Sunday, when train leaves at 12:55 P. M., and 12:10 midnight for Atlanta, connecting there for New Orleans. The route is via Baltimore, Washington, Richmond, Raleigh and Hamlet, N. C.

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### High Pressure Days.

Men and women alike have to work incessantly with brain and hand to hold their own nowadays. Never were the demands of business, the wants of the family, the requirements of society, more numerous. The first effect of the praiseworthy effort to keep up with all these things is commonly seen in a weakened or debilitated condition of the nervous system, which results in dyspepsia, defective nutrition of both body and brain, and in extreme cases in complete nervous prostration. It is clearly seen that what is needed is what will sustain the system, give vigor and tone to the nerves, and keep the digestive and assimilative functions healthy and active. From personal knowledge we can recommend Hood's Sarsaparilla for this purpose. It acts on all the vital organs, builds up the whole system, and fits men and women for these high-pressure days.

### How to be Beautiful.

"To look beautiful is a duty which the fair sex owe both to themselves and their friends," said one of the wise men of modern times, "and with the discoveries of modern scientists there is no good reason why they shouldn't perform that duty. Every one should do all in his or her power to supplement nature in adorning the person, and while it is true that a fine complexion is not given to all, yet the work of nature, not always beautiful, may be improved upon in many ways." The many thousands who have been benefited by Dr. T. F. Gouraud's Oriental Cream, or Magical Beautifier, appreciate this, and know its value as a cosmetic. They know that a skin that is freckled, tanned, pimpled, or moth-patched can be made like the new born babe's. It has been recommended by physicians for those who will use toilet preparations, and the Board of Health has declared it free from all injurious properties. All druggists and fancy goods stores appreciate its value and keep it for sale."—*The Mail and Express*, New York, Sept. 8, 1898.

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Society of Christian Endeavor, Denver, 1903.

The Passenger Department of the Chicago and North-Western Railway has issued a very interesting folder on the subject of the Christian Endeavor meeting to be held at Denver July 9 to 13, together with information as to reduced rates and sleeping car service, as well as a short description of the various points of interest in Colorado usually visited by tourists. Send two cent stamp to W. B. Kniskern, Passenger Traffic Manager, Chicago, for copy.

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